

THE  
American Journal of Education.

[NEW SERIES, NO. 16.  
No. XLI.—DECEMBER, 1865.

CONTENTS.

	PAGE.
PORTRAIT OF CHARLES DAVIES, LL. D.,.....	577
LIST OF PORTRAITS IN VOLUME XV,.....	578
I. PUBLIC SCHOOL TEACHING—CAN IT BE MADE A PROFESSION?.....	579
II. EDUCATIONAL CONVENTIONS AND ASSOCIATIONS IN CONNECTICUT,.....	593
STATE TEACHERS' ASSOCIATION,.....	595
Biographical Sketches of the Presidents,.....	605
Portrait of D. N. Camp,.....	603
Middlesex County Education Society,.....	609
Kensington Female Common School Association,.....	612
III. EDUCATIONAL CONVENTIONS AND ASSOCIATIONS IN VERMONT,.....	617
STATE TEACHERS' ASSOCIATION,.....	620
Biographical Sketches,.....	630
Portrait of Hiram Orcutt,.....	630
IV. EDUCATIONAL CONVENTIONS AND ASSOCIATIONS IN MICHIGAN,.....	633
STATE TEACHERS' ASSOCIATION,.....	633
Educational Biography,.....	649
Portraits of Ira Mayhew—J. M. Gregory,.....	641
V. EDUCATIONAL CONVENTIONS AND ASSOCIATIONS IN PENNSYLVANIA,.....	647
STATE TEACHERS' ASSOCIATION,.....	650
Educational Biography,.....	673
Portraits of C. R. Coburn—J. F. Stoddard—F. A. Allen—E. P. Bates,.....	674
Philadelphia Association of Teachers,.....	683
VI. TEACHERS' SEMINARIES OR NORMAL SCHOOLS IN THE UNITED STATES,.....	688
Plan and Arguments for, by Prof. C. E. Stowe, D. D.,.....	688
VII. AMERICAN SUNDAY-SCHOOL UNION,.....	705
VIII. IRISH ENDOWED SCHOOLS,.....	721
Report of Royal Commissioners on,.....	721
IX. PUBLIC INSTRUCTION IN THE KINGDOM OF HANOVER— <i>continued</i> ,.....	723
II. Secondary Schools, .....	753
History—Existing Organization,.....	711
Statistics of Gymnasiums, Pro-gymnasiums, Real Schools,.....	766
Course of Instruction—Discipline—Teachers,.....	768
X. SCHOOL ARCHITECTURE,.....	789
Ventilation—General Principles,.....	783
Report on the Boston Methods,.....	787
XI. NATIONAL TEACHERS' ASSOCIATION,.....	805
Proceedings of Annual Meeting in 1863,.....	805
Portrait of J. P. Wickerham,.....	814
XII. CONTRIBUTIONS TO HISTORY OF EDUCATION IN THE UNITED STATES,.....	817
Circular,.....	817
XIII. EDUCATIONAL ASSOCIATIONS IN THE UNITED STATES,.....	819
First Proposals for a Society to Promote Education in the United States,.....	821
History of National and American Societies— <i>Contents</i> ,.....	823
History of State Associations— <i>Contents</i> ,.....	825
INDEX TO VOLUME XV,.....	829

## LIST OF PORTRAITS IN VOLUME XV.

## [27] Directions for Binding.

	Page.
SAMUEL P. BATES.—President of the Pennsylvania State Teachers' Association in 1865, . . . . .	1
SAMUEL R. HALL.—Principal of the first Teachers' Seminary in the United States, 1823, . . . . .	5
DAVID B. HAGAR.—President of the American Institute of Instruction in 1850, and of the Massachusetts State Teachers' Association in 1855, and Principal of the Massachusetts State Normal School at Salem, . . . . .	217
CHARLES NORTHERN.—President of the American Institute of Instruction in 1863, . . . . .	219
ADMIRAL F. STONE.—President of the American Institute of Instruction in 1864, and of the Massachusetts State Teachers' Association in 1856, . . . . .	219
TERON BALDWIN, D. D.—Secretary of the Western College Society, 1846 to 1865, . . . . .	220
SAMUEL B. WOOLWORTH, LL. D.—President of the American Association for the Advancement of Education in 1857, and of the New York State Teachers' Association in 1847, . . . . .	305
CHARLES DAVIES, LL. D.—President of the New York State Teachers' Association in 1852, . . . . .	479
LEONARD HAZELTINE.—President of the New York State Teachers' Association in 1853, . . . . .	481
EDWIN A. SHELDON.—President of the New York State Teachers' Association in 1860, . . . . .	485
ARIEL PARISH.—President of the Massachusetts State Teachers' Association in 1847, . . . . .	523
WILLIAM E. SHELDON.—President of the Massachusetts State Teachers' Association in 1862, . . . . .	525
DAVID N. CAMP.—Superintendent of Common Schools, Principal of State Normal School, and President of the State Teachers' Association of Connecticut, . . . . .	603
HIRAM ORCUTT.—Principal of Glenwood Ladies' Seminary, Vermont, . . . . .	630
IRA MATHEW.—Superintendent of Public Instruction, Michigan, . . . . .	641
JOHN M. GREGORY.—Superintendent of Public Instruction, and President of the State Teachers' Association of Michigan, . . . . .	643
JOHN N. STODDARD.—President of the Pennsylvania State Teachers' Association in 1857, . . . . .	675
JAMES P. WICKERSHAM.—Principal of the first State Normal School, and President of the State Teachers' Association (1855) of Pennsylvania, and President of the National Teachers' Association in 1865, . . . . .	677
CHARLES R. COURTRAY.—Superintendent of Common Schools, and President of the State Teachers' Association of Pennsylvania, and President of the New York State Teachers' Association in 1859, . . . . .	679
FORDYCE A. ALLEN.—President of the Pennsylvania State Teachers' Association in 1864, . . . . .	683

## EDUCATIONAL ASSOCIATIONS IN THE UNITED STATES.

A History of Associations for the Advancement of Education in the United States, and for the Improvement of Public Schools in the several States, with an Introduction on the condition of these schools as to school-houses, books, studies, and teachers, prior to the organization of these Associations, together with brief Biographical Sketches of many of their Presidents and active members, and at least 60 Portraits by eminent artists—will be published by the undersigned as early in 1866 as the Subscription List will reimburse the expense of publication, on the following

TERMS: For a Single Copy of Part I., ( <i>National Associations</i> ), 400 pages, with at least 30 Portraits, in neat cloth binding, . . . . .	\$3.50
For a Single Copy of Part II., ( <i>State Associations</i> ), 464 pages, with at least 30 Portraits, in neat cloth binding, . . . . .	\$3.50
For a Single Copy of Parts I. and II., bound in one volume, with at least 60 Portraits, in neat cloth binding, . . . . .	\$6.50

[27] This Edition will be limited to the number of Subscribers.

THE AMERICAN JOURNAL OF EDUCATION, for 1866, will be published on the 15th of March, June, September, and December, on the following

TERMS: For a single copy, one year, if paid before March 1, 1866, . . . . . \$4.00

For a single number, . . . . . 1.25

[27] All subscriptions payable in advance. [27] All communications relating to the Journal, should be addressed to HENRY BARNARD, Hartford, Ct.

[27] Postage on each Number, paid in advance where delivered, 3 cents.

## I. PUBLIC SCHOOL TEACHING;

CAN IT BECOME A PROFESSION?

BY FREDERICK S. JEWELL, A. M.,

Professor in State Normal School at Albany, N. Y.

Few words need be expended upon the effort to show that, throughout the country, the business of public school teaching is subject to such a depression as prevents it from taking rank among the learned professions. It is every where evident that the masses regard it with little or no respect, the educated classes who are seeking a life-employment, turn from it with a greater or less distaste; and even teachers themselves evince little or none of that reverence or love which usually characterizes the pursuit of a profession. It is hardly less apparent also, that the earnest efforts of those who seek, by improved culture, by associated activity, and by perfected organization, to give the business the professional standing it seems to claim, have, hitherto, resulted in no signal success which warrants the belief that the "time of its redemption is nigh."

Facts like these, so prevailing in extent and influence, and so seriously affecting the vital welfare of one of the most interesting and important pursuits, certainly demand a careful examination. It must be possible to trace them to their causes; and in the discovery of those causes, must be opened our only path toward the proper understanding of the evil, and the attainment of its true remedy, if indeed, a remedy is practicable. With this object in view, we propose to institute a somewhat careful inquiry after those causes and their proper corrections.

In our search after the causes of that depression of the business of public-school teaching which prevents its taking rank as a profession, we trace some of the first and more serious to *the essential nature of the business itself.*

First, then, the fact that the teacher is dealing wholly with the young, can not but have its influence upon the multitude. Looking on, and observing him in charge of those not only quite removed from manhood, but too often verging upon infancy itself, how difficult must it be for them, with their not always acute discrimination, to discover in the teacher, the possession of those full manly qualifications for controlling mind, which they would readily apprehend were he, with like success, dealing with men. Nay! it is a question whether the teacher himself, in the continuous prosecution of his calling, grows into the robust and manly consciousness, and into that natural, self-reliant esteem of himself as a man, (not as a mere instructor,) which so generally result from the

ordinary and more practical kinds of business. He must then, as in any sense a leader, be, to the public, the "Pedagogue," the "boy-driver," the juvenile drill-sergeant, rather than the man among men, and, as such, must be subject to an inferior estimation.

Now add to this, the other fact that these children and youth are destitute of social or civil position and influence, and the case is still stronger. Every one worships power, after some fashion, and accords importance to almost any appearance of its being possessed. Preëminently is this true among a people accustomed to our system of republicanism, and our ideas of popular sovereignty. Something of this power has every man who follows the learned professions. He influences, and perhaps controls men who have some social position and, through the elective franchise, at least, civil importance. But it is not so with the teacher. His constituents neither count as society, nor are registered as voters. Hence, what are they to the community? Compare, in almost any city, the engine and hose-houses, with the school-houses. Why the one almost a mansion, and the other nearly a barn? The half-rowdy who runs with the cart, can vote; the "coming man" who cons his alphabet in the school-house can not. The truth is, in our enlightened communities, children are at a discount: is it strange then, that the teacher is not held at par?

Beyond this, note the period that must elapse between the work performed by the teacher and the manly development of character which is but its proper result. The teacher may have toiled assiduously and skillfully to sow the early seed; but years must pass, before the ripened harvest can be gathered, long before which, he that sowed may have been transferred to other fields of labor, or his work may have been in part concealed by the after-growths of time and circumstance. But over this distance between the begun, and the completed work, the common mind does not easily pass; the real relation between him who planted and him who gathers the fruit, it does not apprehend; the traces of the teacher's influence evinced in the developed man, it can not discern; and so the multitude come again to under-estimate the teacher's work.

It is also to the disadvantage of the teacher, that he works almost exclusively among the rudiments of science and thought. Among the learned professions, the man is chiefly employed in the elaboration or application of the more mature and masterly developments of truth. Not theirs the simple and unpretending office-work of selecting and distributing the tender shoots to be transplanted to the virgin soil: rather is it for them as stalwart axe-men to go forth among the sturdy trees, felling and fashioning them into post and beam for the use of the architect. But rudimental science, as adapted to the developing of the young mind, is to the community one thing, and nearly nothing at that: completed science as applicable to the wants of society and the schemes of men, is quite another and more important thing. The necessary relation of those rudiments to the knowledge of the advanced science; the preëmi-

nent importance of their right use to that just ultimate knowledge, the multitude do not apprehend. Hence, the teacher as the mere priest of the rudiments, never appears to them, in his true aspect, as the prophet of the coming science, and is therefore, not honored as such.

In this general connection, must also be cited the necessary tendency of public-school instruction to a confining and monotonous round of labor. The effect of this is directly to present the teacher to the public, less as a man and a thinker, and more as a mere operative. Unlike the professional man, the teacher is not free to unite in those discussions or movements which arouse the manhood of the community: not, that he is entirely cut off from participating in them; but that he may do this only when the occasion shapes itself to his narrow leisure, or, if otherwise, only as it were by the narrower sufferance of his employers. He is not free as a man, to make his business, for the time being, bend to the occasion; he is not at liberty as a man to make opportunity for himself. Hence, his coming and going at such times is a matter of chance; and his active coöperation is neither truly independent nor always reliable. Under such circumstances, is it to be counted wonderful that the public fail to esteem him as a man among men.

Then too, this confining uniformity of labor, not only cuts off the teacher from the opportunity of making those outside efforts which come fully within the scope of the professions, but it unfitts him mentally for all such activity. All the round of the weary hours, his mind must be busy with truths of mere science and with only those processes of thought which are suited to the rudimental training of the young mind. How now, can he be fitted and ready, after his school round is past, for those general subjects, and those manlier processes of thought, which are engrossing the minds of the citizen, in the lecture-room or the deliberative chamber? And even, if shaking off the natural indisposition be-gotten of the school-room, he does thrust himself into the popular arena, his efforts are not taken as parts of a professional activity, but are, in the public idea, dissevered from his calling; not only taken as thus out of it, but as beyond and really alien to it. Looking further, at the prevailing practice of securing as lecturers for our Teachers' Institutes and Teachers' Associations, clergymen, physicians, traveling lecturers, almost any class of men but teachers, one is tempted to inquire whether the public are alone in these notions; whether teachers themselves are not unconsciously, much of the same opinion. However this may be, it is easy to see that so long as these notions prevail in the community, teaching in the public-school is not likely to be looked upon as a truly professional labor.

A second class of these causes of the depression of the business of teaching, and which interfere with its taking rank as a profession, will be found growing out of the conventional rules of the business as belonging to a public system of education.

To begin with, the very distinction which the State makes between the teachers and the schools in the exercise of her legislative power and in

her benefactions, is enough to cast the business into discredit. There are States which we believe to be exceptions, but the general rule has been, take care of the schools, but let the teachers take care of themselves; that is, legislate for the schools, make appropriations for the schools, carefully supervise the interests of the schools, but for the teachers do little or nothing of it. Look at the simple matter of appropriations, and take the State of New York for example, which, as neither the best nor the worst, may answer as a not unfair specimen. Receiving from her school fund a revenue of some 382,291 dollars, she pays for teachers' institutes, 9,661 dollars; for free classes in the academies, (by persons of vigorous faith and vivid imagination, accepted as normal classes,) 16,846 dollars; for the Oswego training school, 3,000 dollars; and for the State Normal School, 12,000 dollars; making a sum total of appropriation for the assumed benefit of the teachers, of 41,337 dollars. On the other hand, she pays out of the same fund, for the benefit of the schools, 317,800 dollars, to which should be added the sum of 1,125,749 dollars paid out of the school tax, giving an aggregate of 1,443,594 dollars. This gives you, if you compare only the respective amounts drawn from the school fund, nearly eight times as much paid for the schools as is paid for the teachers; or, if you take the grand aggregate, *thirty-five times as much*. Quite a difference this in the appropriation estimate of the relative value of the schools and the teachers. And yet in a sound philosophy, the teacher makes the school: the teacher is the school so far as it is truly a school:—Not exactly does he say; “*L'état, c'est moi;*” but he may in similar phraseology and with higher truthfulness exclaim; “*L'école, c'est moi.*”

In the matter of legislative rule, the case is still worse: the teacher is not only subordinated to the school in importance, but is subjected to almost arbitrary power. Look through the revised “School Law of 1864” for the same State, and like

“The immortal captain Wattle,  
Who was all for love and a *little* for the bottle,”

you will find all for the school and but little for the teacher. Saving “Title XI. Of Teachers' Institutes,” you might study it under the inspiring atmosphere of the assembly chamber, for an entire session, and never develop a suspicion that, in the eye of the State, the teacher is an object of any respectful, to say nothing whatever of a cherishing regard; that he has any particular rights or privileges other than that of being pretty nearly to the school trustee or commissioner,

“Something better than his dog, a little dearer than his horse.” Very impressive is the dignity accorded by “the powers that be” to the public-school teacher. Hired more commonly by the month, like some professor of longitudinal excavation, he becomes accountable to a class of school officers proverbially unfitted for the intelligent fulfillment of the duties of their position, and is subjected to the scrutiny,—made absolutely dependent on the *imprimatur*, of a higher order of functionaries whose

qualifications, like those of arbitrary and imbecile rulers, it is dangerous even to discuss. Under their supervision, he is liable to be cashiered or removed without trial before his peers, and with no guaranteed right of appeal to a supreme authority interested in securing justice for the teacher as well as the school. Thus the State not only makes the teacher less than the school, but somewhat inferior to the man,—a position degrading to the calling and enough to be the death of all its professional aspirations.

Beyond this, we are compelled to charge some portion of this depression of the work of public-school teaching upon *the attitude assumed by other professions toward the business*. First of these, the clergy. Apart from all questions of a religious nature, it is quite undeniable that the church exercises in different directions, an important influence upon even the irreligious public. Caring little about her religious views, perhaps even holding them in disesteem, the public still have no small faith in the intelligence and reliability of her judgments upon other matters of a more popular character. Hence the church may actually set the current of public opinion with regard to such matters, the esteem or disesteem prevailing in that opinion, being really the product of her influence. All this is especially true as it regards the matter of education. Colleges and academies, all the higher institutions, owe more of their hold upon the public favor, to their thorough indorsement by the christian community, than to any other one thing. Nor can it be doubted that to the same influence though, perhaps, not so directly exerted, do our systems of public instruction owe their origin and their general acceptance.

While, however, all this is true of the church as related to our various institutions, it is not true that her active interest in them all is equal. Whatever it may be theoretically, practically her esteem of the higher and of the lower institutions of learning is widely different. Closely allying herself to the former, she stands quite withdrawn from the latter. Little ground do our public schools discover for believing that the church feels any direct interest in their welfare. Little evidence does the public-school teacher perceive, that the clergyman discovers in him a fellow utility, or sympathizes with him as a fellow-laborer. In visiting the school, in counseling and encouraging the teacher, in adding influence to the instruction and interest to the examinations, the preacher might do more than any other person to add to the importance of the school, and to secure in the public mind, an increased regard for the teacher. But nothing of this is done, and if the public see no more in the school or the teacher than this neglect indicates, what wonder that they see in the work of teaching, little of a professional dignity or importance.

Much the same may be urged of the higher classes of teachers themselves. That interest in the public schools and their teachers, which has been claimed as due from the clergy, may be even more justly demanded of them; for whatever may be their position or line of labor, on the public schools as a foundation, must every higher institution of

learning rest and, to a greater or less extent, depend. And yet, they allow themselves to become absorbed in their own particular work, so as neither to evince any broad and genial interest in the cause of common school education, nor any positive sympathy with public school teachers as a class of co-laborers.

Now, it should be understood that this is not charged as a causeless oversight or neglect. There is much in the confining nature of their duties which restricts, to some extent, the opportunity of these teachers to interest themselves in the lower schools. There is also much in the monotonous round of daily instruction which tends to paralyze what we may term their public energies, so that they fail to undertake even what they might for the benefit of the public school teacher. But these causes for allowance by no means undo the influence of the neglect of which we speak. No excuse for it can prevent its assisting to perpetuate the low estimate put upon the calling by the community. That such must be its effect, it is easy to see: at least, it is easy to see how the contrary course would serve as a standing recommendation to the public to esteem the teacher for his works' sake, if for nothing else.

But passing from this, we find another class of causes operating to depress the business of teaching, and standing in the way of its taking rank as a profession. These we find in *the character and course of public school teachers themselves*. It can not fail to be observed that a very large portion of those who engage in this field of educational labor are young persons—persons who apart from all questions of scholastic qualification, are immature in both age and experience.

Without charging this as their fault, (somebody's fault it is, and a grave one,) it must be apparent to any one, that its influence can not but be injurious. Men are not accustomed to put persons thus immature and inexperienced into positions of responsibility or dignity; they do not naturally look for them in such places; and they instinctively judge that business not to be of the highest order, which draws chiefly upon this class for its laborers. In the case of the learned professions, they find the more mature and manly element predominating; with one absurd exception, (their passion for young preachers,) they give their chief confidence to this elder class of professional men; and they judge the profession much in accordance with the personal dignity and weight of character which these men bring into it. Looking, however, at the business of public school teaching, and finding it almost exclusively filled with this youthful class, (personally worthy, it is true, but yet immature, inexperienced, and unestablished,) is it strange that their prevailing impression is; "Anybody can teach school; school teaching is easy;" and, under this impression, can they well fail to look down upon the business as altogether inferior and non-professional?

Then, too, how large a proportion of these young teachers are, in intelligence and culture, but slightly elevated above the community itself. It may be their misfortune and not their fault, that while they stand out

before the common people as educational leaders, they do not evidently stand above and beyond them as educational superiors. But fault or no fault, the tendency of this fact is unmistakably to drag down the calling itself to an unfortunate and unworthy level. An intellectual calling rises in evident importance and in the public estimation just in proportion as its representatives show themselves in capacity and culture to be a superior class. Let then any of the professions—let, for example, the ministry which from its inherent dignity might be supposed able to add, at least, a factitious importance to its followers—let the ministry people itself with preachers of this merely common, if not inferior order, and nothing short of a miracle would suffice to save it from actual contempt.

Beyond this, though the topic is a delicate one to touch upon, the fact that a majority of our public school teachers are women, has its influence. For ourselves we accept this predominance of women in our public schools as the legitimate result both of the extraordinary demand of our school system for teachers, and of her naturally superior fitness for the species of labor required; and we as heartily deprecate the popular tendency to under-estimate her worth or the value of her labor, as we condemn the absurd efforts of the lop-sided few to unsex her capacities and exaggerate and distort her sphere. But the facts are here, and we are neither so squeamish nor so stupid as to do other than look them square in the face.

Of these first, it is a fact that the public do not and will not look upon a business chiefly employing the labor of women, as of equal severity or importance with one demanding the services of men. Now as the learned professions are altogether of this latter class, while public school teaching belongs so largely to the former, it is easy to see what must be the result of any comparison of the two, and what must be the spontaneous impression of the public mind as to the professional dignity and importance of school teaching. It can not and will not be apprehended as a profession at all.

Then again, without attempting any philosophical explanation of the fact, women do not appear to be professionally constituted. Waving the mooted question of intellectual adaptation, it may be doubted whether they possess enough of the instinct of organization to secure a true professional combination and coöperation. Certain it is, that the contingencies of their sex and the necessities of domestic life, offer an almost unsurmountable obstacle in the way of that undivided and undiverted persistence in the business as a life pursuit, which is one of the two prime characteristics of a profession. Now while it would be stupid to suppose this to be any disparagement of woman, it is as stupid to discover in it no power to depress the business of school teaching below the level of the professions, and to prevent it from becoming one.

Once more, the sheer pecuniary interests which induce many to take up the business, and the temporary devotion of the great majority to its pursuit, are enough of themselves to produce the most disastrous results.

It is true that, with one exception, the pecuniary interest enters largely into the grand object in the pursuit of the various professions. But even where the moral element does not predominate, there are other ends which blend with, and modify the otherwise mercenary character of the controlling motives. Common sympathy with the suffering, or the ambition to become distinguished in his calling, enter into the aims of the physician; and the attainment of the ends of justice or the love of fame largely mingles with the lower aspirations of the lawyer. Among them all, you will find at least this one higher aim standing out in the true professional character; that of maintaining and advancing the general reputation of the profession itself.

But it will hardly be affirmed that this is a characteristic of the business of public school teaching. Confessedly, very many seek its paths of employment for merely some barren interim in which they have nothing else to do: others as a mere means of obtaining funds for the advancement of some other and foreign aim: others as a sort of "dernier resort" after failure in their original and more ambitious line of effort; and so on through a half-dozen subordinate and inferior ends of endeavor. And so of all those who engage in the work of teaching in our public schools, probably nine tenths never entertain the thought of pursuing the work of teaching chiefly for the good it will enable them to do; or with the generous ambition to advance the true interest and the real dignity of the calling; or at all designing to make it, for any purpose, a true life-work, something or all of which is absolutely necessary to its taking rank as a profession.

While, however, we think this ground well taken, we would not seem chargeable with unsympathizing severity in our judgment as to this class of teachers. Many do as well as they have learned to do: their aims are as high as could be gathered from the teachings of the schools or the tone of the public sentiment. Many of them are, at heart, much in advance of both of these influences, and possess a latent enthusiasm, genial and generous, and only awaiting the noble touch of the true spirit to awaken it. But all this does not answer to neutralize the ill results of the fault pointed out. The tacit admission involved in the course pursued, that the business of teaching is only good for mercenary uses; that it is only important for present and temporary ends; in short, that its steady and life-long pursuit with a professional pride and devotion, is not to be thought of—this can not but depress the business and debar it from being accepted as a profession.

But passing on, we find causes for this depression of the business of teaching, in the absence of a deep and genuine interest on the part of the public in the cause of education, and in the course consequently pursued with reference to school affairs. Much is said about the public interest in education. And truly, in none of the professions are the people more vitally concerned than they are in the business of the teacher. In his hands lies that first development and bias of the growing mind,

which ultimately become the measure of the popular intelligence and virtue; and how deeply the whole civil, social and business welfare of the community are involved in that intelligence and virtue, is well known. It would naturally be supposed then, that this would suffice to make the whole feeling and action of the public, with reference to public schools and public school teachers, watchful, intelligent, earnest, generous, and even self-sacrificing. And yet he who accepts this as, in any important part, true, "is indebted to his imagination for his facts."

For observe, now, the course pursued by the public in the premises. Take the majority of the district school-houses, in their site, architecture, finish and appliances, and, compared with the dwellings of the people themselves, what a peculiar public concern for the reputation and comfort of the school, they indicate. Look at the grade of teachers generally first sought; the low rate of compensation with which they are expected to be joyfully content; and at the provision usually made for their accommodation, and what a profound public esteem for the work of the teacher does it evince. Observe, too, how often the schools are visited by their patrons, their operations and wants inquired after, and the teachers and pupils recognized and encouraged, and what a lively and lovely solicitude as to their welfare does it all show. Inquire into the character and qualifications of the men usually chosen as school officers, school commissioners, and sometimes even school superintendents, and notice the general principles which, in most of the states, govern their selection, and see what an intelligent design to secure the best good of both the schools and the teachers, they reveal.

Now it needs not that we go into the details of this neglect, nor matters it that we trouble ourselves little about its philosophy. Its folly is enough for us, and the fact that it must have its effect upon the business of teaching to discredit and degrade it. For it must be patent to every candid mind, that whatever other circumstances might favor the business, from under the mountain of this general and abusive unconcern and neglect, (we might say contempt,) it can not be expected to rise and assume its rightful position, or put on any thing like the look of a true profession.

Before passing from this part of our subject, which we propose to do presently, it is proper to remark that we have not, as has doubtless been observed, urged, as among these causes of professional depression, what is so commonly referred to as the great want of the business of public school teaching, and its grand hope of professional establishment, namely: *organization*. This has been, not because we are disposed to undervalue organization as a means of mutual improvement, nor because we would in any way discourage the attempt to secure it; but because we believe its absence to be an effect of the present condition of the business of teaching, and not a cause of it; it is the legitimate, and, perhaps, the most mischievous result of the neglect and abuse to which the calling has been so long subjected. Not because of this or that, is teach-

ing yet unorganized as a profession; but because public-school teachers do not take a higher rank in culture and devotion to their work; because the public treat the whole business as a mere hirelingship and second to every thing else at that; and because the state robs it of its inherent right of self-regulation, subjects it to an absolute rule as a mere labor, and overclouds it with official incompetence in its high places; because of all this, it has not yet attained, and we fear, can not attain for some time to come its proper organization as a profession.

Turning our attention now to the second general division of our subject, we find that *the means of remedying the evil* of which we have spoken, of securing to the business of school teaching a professional standing and importance, may almost be inferred from the considerations which have already been urged. The grand means of attaining that doubtless desirable end, it must be apparent to every one, is simply the elevation of the business itself, the development in it, of the intrinsic characteristics of a true profession.

This intrinsic merit is essential. Among free and enterprising democracies like our own, rank or position may be mistakenly allowed for a time, but it can not be arbitrarily bestowed and established. With all their heedlessness and blindness, people will eventually come to the knowledge of the truth, and will revise their judgments, more or less in accordance with the standard of merit. Hence, excepting in the field of politics, charlatans and impostors sooner or later, in spite of their imposing lion-skins, come to exposure and grief; and shallow philosophies and impracticable schemes, notwithstanding the art of unscrupulous sophists and enthusiastic devotees, speedily reach a "most lame and impotent conclusion." And so with business; however you may by extraneous efforts give them for a time importance and character, only as the intrinsic character corresponds with the position and importance claimed, will they be allowed to retain a real and permanent rank. Hence, we may take this as a truism; public school teaching must really become a profession before it can be one.

This intrinsic elevation of the business of teaching may be sought through different channels; through the use of means both extraneous and internal. Among the former may be placed, first, a wiser and juster action on the part of the public, an improvement not at all hopeful in its prospects, but yet worthy the diligent endeavor of the friends of the school teacher. The people should take a deeper interest in all that pertains to their school system. It must come to be their especial ambition to have the best school-houses and the best teachers. The old "penny-wise and pound-foolish" system of boarding the teacher around, should be discarded. The visitation of the schools by the patrons should be made a business. School officers of all kinds should be chosen with sole reference to qualification. The intrusion of politics or mere political men into school affairs, should be utterly denounced by the community. Just so far as any of these ends are secured, will the business of teaching advance in dignity and importance.

The State also needs to reform its action in some respects. We confess, we have very little expectation that it will, for if there is a direction in which legislation is seen to be bull-headed, it is in fashioning its school systems. But the changes demanded are important, and no pains should be spared in the endeavor to bring the State fully into them. Of these, first, the State should change its policy as to relative appropriation for the respective objects ; the support of schools, and the training of teachers. Let it rather do less for the former, than not do more for the latter. We take the broad ground, that if the State will provide the proper teachers, they will make the schools what they should be; and if, through the efforts of able teachers, the schools are made what they should be, the people will support them, and, if need be, without state bounty. The law is a plain one ; good workmen will produce a good article, and a good article will command a good price.

To illustrate what we mean, we will take a specific case and apply our main principle. Take for example the State of New York. She employs in the course of a year in her public schools 15,807 different teachers. Of these, at the least calculation, 12,000 are permanently needed. For the direct professional training of these 12,000 teachers, she has provided *one* normal school at an annual expense of 12,000 dollars, and *one* training school (that rather the product of private enterprise) at an annual expense to the State of 3,000 dollars : an aggregate of *two* institutions and an annual appropriation of 15,000 dollars. But for the training of these teachers, the State should never have thought of providing less than five first-class normal schools, and then, with no expectation of doing her work worthily, short of ten, in the ultimate. What she does for the support of teacher's institutes is all well, but subserves temporary rather than permanent ends. What she does for the support of so-called classes in the academies, hardly deserves mention, since the 16,346 dollars she appropriates to them, is practically a mere sop for the academies. So far as the thorough preparation of teachers is concerned, every one conversant with the facts knows that it is money misapplied, if not thrown away.

Now how easily the State of New York might do better, may be seen from the fact that she has that 16,346 dollars properly belonging to the work of sustaining normal schools at command. Besides this, she appropriates 55,000 dollars a year for district school libraries, which can not be indispensable, since recently an urgent effort was made to divert 26,000 dollars a year, for two years, from that fund, to the purpose of depositing in the various school-houses in the State, that piece of fossilized pedantry "Brown's Grammar of English Grammars." But even granting those libraries a reasonable value, no one can doubt the more direct and powerful utility of the four or five normal schools which might be supported from that fund alone. In all this estimate, let it be observed, we have not touched the 205,891 dollars which she appropriated from the school fund directly to the schools, and from which we

candidly believe, less benefit is derived than would accrue from the devotion of some good part of it to the direct education of teachers in normal schools proper.

But again, the State should relinquish what, but for that we would "press not a falling man too far," we should be tempted to term its usurped authority to determine the right of membership among teachers.

As in law, medicine, and divinity, so in teaching, should the man be dependent on no functionary alien to his class for his professional imprimatur. The teacher's standing should be determined by his peers alone. To subject him to examination by some mere civil functionary, who has, as is too often the case, no natural sympathy with him, and no necessary competence for the work, can never consist with the thorough elevation of the class in either capacity or self-respect. Throw that work upon the teachers, and they will soon come to be more ambitious to attain high qualifications; they will guard the entrances to the calling with greater jealousy; they will be drawn together in closer and more profitable associations; and will feel more deeply their professional responsibility. Let the State, then, emancipate her teachers; let her secure to them their professional rights and immunities, and she will find them not only advancing, but doing far better themselves the work she has so unwisely taken out of their hands.

Among these external means of elevating teachers and teaching may also be included that organization to which reference has already been made. While, as we have intimated, organization can not, as we fear too many fancy, create a profession, it may, by securing interchange of ideas, unity of effort, a just *esprit de corps*, and a systematic watch over the qualifications and conduct of the membership, subserve the ends of improvement to a most important extent. Organize then, by all means, as fast and as far as it can be done effectively. Fling about these teachers as fully as you can, those close but kindly bonds which will, for all the purposes of their noble calling, bring them together as one man.

But beware of what seems to be almost a common and characteristic vice of all attempts at organic association among teachers, that of extreme catholicity in membership. Looking at some of the so-called "*Teacher's Associations*," with their curious conglomerate of clerical, authorial and peripatetic educationists; of publication agents and school functionaries; and last, and not far from least, teachers living and actual, and teachers *soi disant* and practically defunct, we can almost fancy each one speaking of itself with characteristic complacency, in the language of that absurd hybrid which it might well take as its peculiar symbol;

"Then all the *dry, pied things* that be  
In the hueless mosses under the sea,  
Would curl round my silver feet silently.

And if I should carol alone, from aloft,  
All things that are *forked* and *horned* and *soft*,  
Would lean out from the hollow sphere of the sea,  
All looking down for the love of me."

Now, we respectfully submit that if teachers are to be organized as a profession, this must be reformed altogether. Educational conventions are eminently well and necessary; but associations of teachers must be such truly, if the class are ever to attain a just professional independence and self-respect.

With reference to what we have called the internal means to be employed for the elevation of teachers as preparatory to their taking rank as a professional class, we need hardly go into detail. The necessity of higher scholastic attainments and of larger professional skill, is universally conceded, and has been substantially affirmed in what has gone before. In that direction we have only one thing we care to suggest, and that is, that teachers themselves should give more attention to general culture. We believe that, even where they seek extensive attainments, they are too apt to restrict themselves to that which is purely scholastic or technical. Hence, we believe that they are not only less happy in their methods of instruction, but they are less interesting and influential both in the school and the community, than they would be were they possessed of a larger fund of general information and greater personal accomplishment. To gain these, they should make much more of thorough reading and of the study of literature; they should pay greater attention to personal manners and polite address, and should somewhat carefully cultivate an acquaintance with society and public affairs. These go further towards creating a professional standing and influence than mere bookish learning or pedagogic preëminence. They make the teacher not less the teacher, but much more the man or woman.

On one more point, and only one, we would speak, and that carefully, since we are inclined to give it great importance; we mean, the need of higher moral aims in teaching. To a certain extent, the public school teacher must work for pay, for like all workers, he must live, and, in one sense, money is life. Beyond and higher than this, he may and will labor to produce intellectual results. He will be naturally and properly ambitious to develop mind and to perfect order in his school. This is, in one sense, more than life, for successful achievement is happiness.

But there is that which is, as we believe, thoroughly germane to his business, and both higher in nature and happier in results than either of the foregoing. It is possible for the teacher, while not neglectful of his pecuniary interests or his ordinary intellectual duties, to look upon his position as one of benevolent opportunity and moral importance. We see no reason why the humane feeling and spiritual aspirations of the true philanthropist or the christian minister, should not have place in the heart of the earnest teacher. Looking at the opportunities he enjoys of doing good to both the body and the soul of his precious charge—op-

portunities more frequent, immediate, tender and hopeful than those common to even the pastoral office, we believe he would be no more than true to his own moral obligations and to the just claims of his calling, were he to devote himself to teaching, as preëminently as the minister to preaching, *for the sake of doing good*. And we are not sure that a terrible responsibility does not rest upon that man or woman, who goes to work upon that tender, that impressible, that priceless, that imperishable thing, the mind of the little child, with no feeling sense of the profound mystery of its being ; of the perilous nature of its environing influences, and the painful uncertainty of its final fortunes ; and who, consequently, goes to work upon it with no tender and solemn determination to compass its moral renovation as well as its intellectual development.

We are not saying that all teachers are prepared for this sacred part of their office-work, (we wish for their own happiness, more of them were;) we do not claim that all of them could be equally successful in fulfilling its holy mission, (we wish for the glory of their calling more would make what effort they can;) we make no promise that they would in this noble endeavor, meet with no difficulties, with no sharp antagonisms, (the truth is no more palatable from the teacher than from her other apostles;) but we do believe and urge that the more general cultivation and pursuit of this higher aim among teachers, would go far, not only towards securing the most benign results in the schools and neighborhoods, but also towards relieving the business of teaching from much of its assumed littleness and unimportance ; towards ennobling it as one of the organized humanities, if not one of the spiritual agencies, of the times. The effect of this upon teachers as a class, to dignify them in the eyes of the public, to endear them to the lovers of the race, and to establish them in their own conscious worthiness, can not be questioned.

Such, then, are the means we would employ to relieve the business of public school teaching from its present depressed condition and to raise it to the rank of a profession. We are by no means saying that even they are equal to the task of effecting that desirable end. There are difficulties, which we have noticed in the foregoing, which they do not meet. Some of those difficulties are, as we have shown, inherent, and therefore ineradicable. Still it is not impossible, in the surmounting of the rest, to sink those comparatively out of sight. The cause is worthy of an earnest and persistent effort to accomplish even that. To that effort let all true teachers earnestly address themselves, making this their motto :

"We'll shine in more substantial honors,  
And to be noble we'll be good."

## II. THE CONNECTICUT STATE TEACHERS' ASSOCIATION.

---

### PRELIMINARY HISTORY.\*

THE first Association of Teachers in Connecticut and, so far as the records show, in the United States, was organized at Middletown, under the name of "The School Association of Middlesex County."† This Society was in existence as early as May, 1799, and owed its origin chiefly to the efforts of its first president, the Rev. William Woodbridge, who was then instructor of a female school in Middletown and had already introduced many of those plans of instruction that have since been deemed recent improvements. Its objects were to promote a systematic course of school education, to secure the inculcation of moral and religious principles in the schools, and to endeavor to elevate the character and qualifications of teachers. There is evidence that it gave a great impulse to the cause of education in the county, and its recommendation was considered among the best testimonials of a teacher's fitness for his office. But the effort was premature and in a few years the Association had become extinct, though from it may have sprung the present "Friendly Association of Upper Middletown," which held its first meeting in February, 1810, and numbered William C. Redfield among its early members. The discussions in and out of the Legislature, which grew out of the sale of the "Western Reserve" lands and the appropriation of the avails to the support of common schools, gave a general impulse to the educational interests of the State.

Nothing more was done in the way of associated effort until the Lyceum movement was started by Josiah Holbrook in 1826, which had for one of its objects the association of teachers for mutual improvement, and one of the earliest societies of this kind organized was that of Windham county, by Mr. Holbrook himself, assisted by Rev. S. J. May. Some twenty of these institutions existed as late as 1838, and they are, indeed, still represented by the Young Men's

---

\* See Barnard's "History of Common Schools in Connecticut."

† See Barnard's American Journal of Education, XIV., 397.

Institutes and similar organizations in some of the cities, but the teachers have rarely taken a prominent part in their proceedings.

Early in 1827, a "Society for the Improvement of Common Schools," perhaps the first of the kind in this country, was formed in Hartford, of which Hon. Roger M. Sherman, of Fairfield county, was president. The records of only a single meeting are preserved. In 1830 a more active interest was awakened among teachers themselves. County associations of teachers were formed, at Bridgeport in October, and at Norwich and Windham in November of that year, and on the 10th of the latter month a General Convention of teachers and friends of education was held at Hartford, of which Noah Webster, L. L. D., was president. It was numerously attended from all parts of the State and included a large body of teachers. Addresses were delivered by Pres. Humphreys, of Amherst College, on "*The Educational Wants of the State;*"\* by Rev. G. F. Davis, of Hartford, on "*The Qualifications of Teachers;*" by Dr. Webster, on "*The English Language;*" by Dr. W. A. Alcott, on "*The Location, Structure, and Ventilation of School-houses;*" by Rev. W. C. Woodbridge, on "*Vocal Music in Schools;*" and by Mr. Evans. Animated discussions followed. Many of these lectures were afterwards repeated in other parts of the country, and were published and widely distributed. Information was obtained, through school officials and teachers, of the condition of schools in the State, which, together with the proceedings of the Convention, was laid before the next Legislature, and in part published and circulated. The Windham County Convention of 1827 and 1832 published an "*Address to the Parents and Guardians of Children, respecting Common Schools;*"—as did that of Tolland County in 1827.

These associated movements were but parts and beginnings of the long struggle, maintained by a few brave souls, to raise the common school system of Connecticut from the low level to which it had then sunk—a struggle in which the first substantial success was the passage of the Act of May, 1838, "for the better Supervision of Common Schools," and the consequent appointment of a Board of Commissioners of Common Schools. By appointment of this Board, conventions were held in the fall of 1838 in every county of the State, consisting of delegates from the school societies, teachers, clergymen, &c. These meetings were addressed by Hon. Henry Barnard, Secretary of the Board, Rev. T. H. Gallaudet, and others. At each of these conventions a "County Association" was

\* For a sketch of this address, see Barnard's American Journal of Education, V, 133.

formed "for the Improvement of Common Schools," which held at least one meeting annually down to 1842.

On the 28th and 29th of August, 1839, a State Convention was held at Hartford, called by the Secretary of the Board, at which Hon. Seth P. Beers, Superintendent of Schools, was President, and Hon. T. S. Williams and Rev. Dr. Field, Vice-presidents. Lectures were delivered by Prof. C. E. Stowe, on "*The Necessity of Increased Effort in the United States to Sustain and Extend the Advantages of Common School Education;*" by Thomas Cushing, Jr., of Boston, on "*The Division of Labor as Applied to Teaching;*" and by A. H. Everett, on "*The Progress of Moral Science.*" An essay was read from Mrs. L. H. Sigourney, on "*The Cultivation of the Perception of the Beautiful in Common Schools.*" Discussions were held on Vocal Music in Schools; and on the best methods of improving the condition of schools in cities and large villages, with accounts of the schools of Boston, Cincinnati, New Haven, and Massachusetts, and the unanimous recommendation of a system of graded schools wherever possible. Besides resolutions upon the improvement of school-houses, classification of schools, school libraries, Teachers' Seminaries, &c., it was voted "That an association of teachers, for the purpose of mutual instruction and the visitation of each other's schools, be formed in each school society throughout the State." In pursuance of this recommendation the teachers of more than fifty towns or societies organized associations for the purposes specified, and under the direction of Mrs. Emma Willard, an Association of the Mothers of the School Society of Kensington was formed.

In the autumn of the same year, the first Teachers' Institute, so far as known, was held in Hartford, for the teachers of the county, under the invitation and preliminary arrangements of the Secretary of the Board, and at his expense. During the existence of the Board, from 1838 to 1842, every effort was thus made to enlist the influence of "association" in behalf of education, but few of the numerous societies first formed seem to have prospered, and none survived the abolition of the Board by the Legislature of 1842. The plan of a State Association was drawn up shortly afterwards by Mr. Barnard, but the friends of school improvement were too much discouraged to undertake it. This scheme was first published in May, 1846, in connection with the Prize Essay of Prof. Noah Porter, Jr., "*On the Necessity and Means of Improving the Common Schools of Connecticut,*"\* which recommended, among other means,

\* The plan may be found in Barnard's Jour. of Ed., I., 721. The Essay is republished in the same Journal, XIII., 244.

the organization of a State Association and ably urged the efficiency of Teachers' Institutes.

As this able and stirring Essay had been called forth by the liberal prize offered by J. M. Bunce, Esq., of Hartford, so to the liberality and energy of the same person and other gentlemen of Hartford is due the success of the subsequent movements, which resulted in the formation of the STATE TEACHERS' ASSOCIATION. These gentlemen met on the evening of the 14th of October, 1846, to consider the advisability of making arrangements for a convention of the teachers of the county. Rev. Dr. Joel Hawes was chairman, and C. W. Bradley, secretary, of the meeting. It was unanimously determined to call such a convention and a committee was appointed to make the necessary arrangements. This committee, consisting of D. F. Robinson, C. W. Bradley, J. M. Bunce, G. Robbins, and N. L. Gallup, issued a circular on the following day, "To Teachers, School Committees, and Friends of Common School Education in Hartford County." In the call they state "the object of the convention to be the improvement of district schools. Gentlemen skilled in the art of teaching will be present, to give instruction in the various branches of study, to discuss the different methods of teaching and governing, and to lecture upon those subjects which have a practical bearing upon all the interests of the school. Teachers from the several towns will participate in the discussions, and give the results of their own experience in the school-room. They invite all, of both sexes, who are now teaching, or expect to teach during the coming winter, to be present. *Many*, we are assured, will come; we desire ALL to come—to come at the commencement and remain till the close of the convention." Rev. Merrill Richardson, of Plymouth, was employed to visit different sections of the county and by lectures and private conversations to awaken a deeper interest in the subject of common school education.\*

The success of this Convention was almost unprecedented and surpassed the most sanguine expectations of its originators. Two hundred and fifty-three teachers were present, besides the many citizens and strangers that attended the meetings. The Convention was organized at the time appointed, Nov. 16, 1846, and continued its sessions from Monday until Saturday. The Rev. T. H. Gallaudet was appointed President, and Rev. M. Richardson and N. H.

\* It is due to the truth of history to state that the suggestions to Mr. Bunce for the premium or prize for the best essay, of holding a Teachers' Institute, or Convention, and of employing an agent to visit different parts of the State, were made by the late Secretary of the Board, at the time Commissioner of Public Schools in Rhode Island.

Morgan, Vice-presidents. The exercises were of a practical character, full of interest and profit, the teachers in many cases assuming the positions of scholars, and in the record the names of Dr. W. A. Alcott, Rev. Dr. Bushnell, Rev. Walter Clarke, Rev. Mr. Gallaudet, N. L. Gallup, Rev. Dr. Hawes, J. E. Lovell, J. H. Mather, N. H. Morgan, J. D. Post, Rev. Mr. Raymond, Rev. M. Richardson, Rev. Mr. Trumbull, and G. W. Winchester appear most prominent.\* This Convention was soon followed by similar meetings in other parts of the State—at Winsted in November, December, February, and April, an association being there organized styled the "Winchester and Vicinity Institute of Instruction"—at Tolland, January 4th—at Ellington, January 19th—at Litchfield, in February and April, &c.

The Superintendent of Common Schools, Hon. Seth P. Beers, in his report to the Legislature in May, 1847, recommended an appropriation for the encouragement of similar meetings in all the different parts of the State. One thousand dollars was accordingly appropriated for the purpose, to be expended under his direction, and two "schools of teachers" were held in each county in the months of September and October of that year. In these schools "about fourteen hundred teachers were brought together to discuss and hear discussed every topic connected with their profession, and to drill and be drilled in all the studies of the public schools." Mr. Richardson was selected by the Superintendent to make the preliminary arrangements for these Institutes, to whose previous services Mr. Beers had thus referred in his report:—"For the large attendance on this Convention (at Hartford) and the increased activity given to the public mind on the whole subject of schools, much credit is due to Rev. Mr. Richardson, of Plymouth. Himself a teacher and practically acquainted with the operation of our school system from several years' experience as a school visitor, he has been enabled, through private liberality, to devote himself untiringly and enthusiastically and with great success to the work of encouraging and enlightening teachers, school officers, and parents, by public addresses and private interviews. In addition to these modes of action, he has conducted a monthly periodical called the 'Connecticut School Manual.' This Journal was commenced in January, 1847, and continued two years. The only previous publication of the kind was the "Connecticut Common School Journal," commenced by Henry Barnard, as Secretary of the Board of Commissioners, and sustained until the abolition of the Board and the completion of its

---

\* The proceedings of this Convention may be found in the Connecticut School Manual, I, 4.

fourth year. Its publication was resumed in September, 1851, and has been continued till the present time, (1865.)

ORGANIZATION OF THE ASSOCIATION.

The subject of the formation of a State Association had been brought forward at nearly all the Institutes that had been held in 1847, but no definite action had been taken. In March, 1848, a convention was called by the Board of Visitors of the town of Meriden, with this object in view. It met in Meriden, April 4th-7th, 1848, and was attended by teachers from five counties of the State. It was called to order by D. N. Camp, Clerk of the Board, who was also appointed to act as secretary of the meeting. The subject of a Teachers' Seminary was discussed and a committee was appointed to petition the Legislature for its establishment. The expediency of forming a State Association of Teachers was then presented by Mr. Storrs Hall, of Norwalk; a plan was reported, a constitution was prepared and adopted, and the Association was finally organized on the 7th of April by the election of the following officers:—Rev. M. Richardson, *President*. J. D. Giddings, Hartford; S. A. Thomas, New Haven; A. Pettis, Norwich; Storrs Hall, Norwalk; Miles Grant, Winsted; N. Robbins, Woodstock; S. Chase, Middletown; N. P. Barrows, Mansfield, *Vice-Presidents*. D. N. Camp, West Meriden, *Recording Secretary* and *Treasurer*; and R. B. Bull, Essex, *Corresponding Secretary*. Resolutions were passed recommending the formation of County Associations, and adopting the "School Manual" as the organ of the Association.

The Fairfield County Association had been previously organized in Dec., 1846, and many town associations, probably more than a hundred, had been revived or newly formed during the winter of 1847-8.

PROCEEDINGS OF THE STATE ASSOCIATION.

FIRST ANNUAL MEETING.—At New Haven, August 16th, 1848. Rev. M. Richardson, President. The following officers were elected for the year:—S. A. Thomas, *Pres.* N. L. Gallup, Hartford; Jonathan Dudley, New Haven; A. Pettis, S. Hall, H. E. Rockwell, N. Robbins, R. B. Bull, and N. P. Barrows, *Vice-Pres.* D. N. Camp, *Rec. Sec.* and *Treas.*; and H. D. Smith, *Cor. Sec.* Addresses were delivered by Messrs. Richardson, T. D. P. Stone, Hall and Camp. It was resolved to continue the "School Manual," but its publication was afterwards found inadvisable.

An adjourned meeting was held in Hartford, December 1st.

SECOND ANNUAL MEETING.—At Hartford, Dec., 1849. The proceedings of this meeting were not published.

THIRD ANNUAL MEETING.—At Wallingford, Oct. 9th, 1850. The Association was addressed by Hon. Henry Barnard, Storrs Hall, and D. N. Camp. The officers elected were Henry Barnard, *Pres.* T. D. P. Stone, S. A. Thomas, S. Hall, B. F. Hilliard, George Sherwood, E. T. Fitch, F. C. Brownell, and Edwin Talcott, *Vice-Pres.* D. N. Camp, *Rec. Sec.* and *Treas.* E. S. Cornwall, *Cor. Secretary.*

During his presidency, Mr. Barnard labored to bring the teachers of the State into an active participation in the work of school advancement, and to the responsible management of all the essential agencies of professional improvement. The Association was specially invited to the opening exercises of the State Normal School, at which meeting arrangements were made to hold the Fourth Annual Meeting by adjournment in every county, in connection with a series of County Teachers' Institutes. This meeting commenced at New Britain on the 29th of September, and met by adjournment at Stafford on the 7th of October; at Washington on the 10th; at Colchester on the 13th; at Naugatuck on the 17th; at Essex on the 21st; at Norwalk on the 25th; at Glastenbury on the 27th; and at Ashford on the 30th. At the opening of the annual meeting at New Britain, the President pronounced a discourse on the "*Life, Character, and Educational Services of Thomas H. Gallaudet,*" and at the subsequent adjourned sessions, on "*Teachers' Associations and Institutes;*" "*The peculiar Difficulties and Advantages of Schools in Agricultural Districts;*" "*The Personal Agencies of a Successful System of Common Schools;*" "*The Educational Wants of Manufacturing Districts;*" "*The relations of Parents to the Public School;*" "*Gradation of Schools in Cities and Villages;*" "*Libraries and Lectures as Supplementary Agencies of Popular Education.*" Addresses were also delivered by Prof. Olmsted, of Yale College, on "*The Ideal of a thoroughly Educated Community,*" and on "*The Gift of Teaching;*" by Prof. Camp, on "*The Nature of Education,*" and "*The True Teacher;*" by Prof. Collins Stone, of the American Deaf-Mute Asylum, on "*Modes of Teaching Dull and Inactive Minds;*" by Prof. Stone, of the State Normal School, on "*Physiology as a Study in Common Schools,*" and on "*School Discipline;*" by Mr. W. S. Baker, on "*Teaching the Alphabet,*" "*The Applications of Arithmetic to the Every-day Business of the Farmer and Mechanic,*" "*The Neglected Youth of the State,*" "*The Duties of the State;*" by Mr. Curtis, Principal of the Hartford High School, on "*The Duties and Rewards of the Teacher;*" by Prof. Ayres, of the Deaf-Mute Asylum, on "*The Teacher's Duties to*

*Himself.*" These topics were also discussed by members present in a less formal way. Over twelve hundred teachers were present at the different meetings, and arrangements were made for commencing a new series of the Connecticut Common School Journal.

An adjourned meeting was held at New Britain, Dec. 2d, 1851, at which the following officers were elected:—Rev. T. D. P. Stone, *Pres.* E. B. Huntington, W. S. Baker, George Sherwood, G. W. Yates, E. M. Cushman, N. L. Gallup, E. D. Chapman, and Rev. Albert Smith, *Vice-Pres.* D. N. Camp, *Rec. Sec.* T. W. T. Curtis, *Cor. Sec.* F. C. Brownell, *Treas.*

**FIFTH ANNUAL MEETING.**—At New Haven, Aug. 18th, 1852. This meeting was held on occasion of the session of the American Institute of Instruction at New Haven. At this meeting, with the large accession of members and confidence in their own strength, inspired by the increased interest of the last two years, it was resolved to conduct the operations of the Association in future on a more independent footing. The constitution was revised so as to provide for two sessions in each year, and to extend the term of the office of president to two years, and the exclusive management and proprietorship of the Connecticut Common School Journal was tendered to the Association by Mr. Barnard. Certain it is that henceforth the Association manifested more vigor and exerted a greater influence than it had yet at any time done. Rev. E. B. Huntington was elected president, to hold office for two years, under the amended constitution.

Meetings were held in May, 1852, at Norwich Town, Bristol, Kent, New Haven, and New Britain, with addresses from Messrs. Barnard, Camp, and others, in connection with the Teachers' Institutes for those counties, which were held by the Superintendent of Common Schools.

**SIXTH ANNUAL MEETING.**—At Middletown, Oct. 24th and 25th, 1853. Addresses were delivered by the President, E. B. Huntington, on "*The Necessity and Advantages of a State Association;*" by Prof. T. A. Thacher, on "*College Education and its Connection with Common School Education;*" by Prof. Jackson, of Trinity College, on the same subject; by Rev. Dr. Adamson, on "*The Study of Natural Science;*" by Prof. Johnston, of Wesleyan University, on "*Physical Exercise;*" and by Rev. Thomas Clark, D. D., on "*Narrow-mindedness.*" An extended discussion was held on "*Collegiate, Academic, and High School Education,*" and reports were received respecting the condition of schools in the several counties.

The semi-annual meeting, as provided by the constitution, was held at New Haven, May 10th and 11th, 1854, and was addressed by W. C. Goldthwaite, of Westfield, Mass., on "Permanent Results;" by Dr. Worthington Hooker, on "The Method of Teaching Physiology;" by Rev. G. W. Perkins, of W. Meriden, on "The sure Aim and Methods of Education, as deduced from God, the great Educator;" by Hon. Mr. Barney, of Ohio, on "The Ohio School System;" and by Hon. Francis Gillette, on "The Wants of Common Schools."

The Legislature of this year made an annual appropriation of \$250 to the Association, on condition that there should be sent to every School Society of the State a copy of the "Connecticut Common School Journal," which had now been adopted as the organ of the Association.

SEVENTH ANNUAL MEETING.—At Norwich, Oct. 23d and 24th, 1854. Addresses were made by Rev. J. P. Gulliver, on "The Importance to the Teacher of Forming a Perfect Ideal of Education;" by D. N. Camp, on "Elementary Education;" by Dr. B. N. Comings, on "Physical Education;" and by J. L. Denison, of Mystic. The subject of a State Agency and the means of sustaining it was fully discussed and the Board of Directors were finally authorized to appoint an agent, who should devote his whole time in promoting the objects of the Association, visiting schools, lecturing, conferring with teachers and school officers, procuring subscriptions to the Journal, &c. Mr. George Sherwood was subsequently engaged by the Board, and was actively employed during the year in the duties of his office.

The following officers were elected:—David N. Camp, *Pres.* J. E. Lovell, F. F. Barrows, George Sherwood, S. Chase, L. L. Camp, W. Foster, Jr., W. R. Kingsbury, *Vice-Pres.* J. W. Tuck, *Rec. Sec.* C. B. Webster, *Cor. Sec.* F. C. Brownell, *Treas.*

The semi-annual meeting was held at Hartford, May 8th and 9th, 1855. Addresses were delivered by Prof. C. A. Goodrich, on "English Orthography;" by J. D. Philbrick, on "School Libraries;" by Rev. Mr. Huntington, and by Rev. Dr. Clark, on "Enthusiasm in Teachers." Short addresses were also made by Messrs. H. Barnard, D. F. Babcock, F. Gillette, Gov. Miner, Dr. Hawes, and Rev. E. B. Beadle. Reports were received from the State Agent, and from the different counties. A special committee was appointed to present a memorial to the Legislature proposing amendments to the School Law.

A second semi-annual meeting was held at Bridgeport, Oct. 15th

and 16th, 1855, at which addresses were delivered by Messrs. J. W. Tuck, J. D. Philbrick, D. B. Scott, on "*The Teacher and his Motives;*" and Rev. Tryon Edwards, D. D., on "*The Power of High Aims.*"

EIGHTH ANNUAL MEETING.—At New Britain, May 5th and 6th, 1856. Addresses were delivered by W. H. Wells, of Westfield, Mass.; Prof. A. F. Crosby, M. T. Brown, of N. Haven, on "*Free Schools, and Rate Bills;*" E. F. Strong, Rev. F. T. Russell, and Elihu Burritt. The abolition of Rate Bills was made a prominent subject of discussion. The following officers were elected:—John D. Philbrick, *Pres.* M. T. Brown, T. W. T. Curtis, G. Sherwood, A. S. Wilson, J. S. Newell, E. R. Keyes, and M. L. Tryon, *Vice-Pres.* E. F. Strong, *Rec. Sec.* J. M. Guion, *Cor. Sec.* F. C. Brownell, *Treas.*

A semi-annual meeting was held at New London, Oct. 13th and 14th, 1856. Lectures were delivered by Prof. A. Jackson, on "*The English Language;*" by Prof. Bailey, on "*Teaching Reading;*" by Rev. Mr. Willard, on "*Self-Education;*" and by Charles Northend, on "*The Teacher and his Work.*" Discussions were held on the necessity of Public High Schools in all the larger towns, and on the subjects of most of the lectures. It was voted that the semi-annual meetings should be discontinued.

NINTH ANNUAL MEETING.—At Meriden, June 4th and 5th, 1857. This was one of the largest and most successful meetings that had up to this time been held. Addresses were given by T. W. T. Curtis, of Hartford, on "*Common Schools and their Improvement;*" by Rev. M. Richardson, on "*Free Schools;*" by Elbridge Smith, of Norwich, on "*Libraries;*" and by Charles Hammond, of Groton, Mass. Officers were elected as follows:—T. W. T. Curtis, *Pres.* C. G. Clark, Augustus Morse, C. W. Todd, A. S. Wilson, J. G. Lewis, Amos Perry, E. R. Keyes, and L. L. Camp, *Vice-Pres.* E. F. Strong, *Rec. Sec.* G. W. Tuck, *Cor. Sec.* F. C. Brownell, *Treas.*

TENTH ANNUAL MEETING.—At Stamford, June 2d, 3d, and 4th, 1858. Addresses were delivered by Prof. Samuel Elliott, on "*The Early Scholars of America;*" by S. R. Colthrop, of Bridgeport, on "*Physical Education;*" by D. C. Gilman, of New Haven, on "*The Relative Duties of the Teacher, School Visitor, District Committee, and Parents;*" by J. D. Philbrick, on "*Moral Education;*" and by G. H. Hollister, on "*Common School Education.*" The officers elected were—E. F. Strong, *Pres.* F. F. Barrows, N. C. Board-

man, J. W. Allen, H. A. Balcum, C. W. Todd, E. R. Keyes, C. H. Wright, and J. H. Peck, *Vice-Pres.* George Fellows, *Rec. Sec.* C. Northend, *Cor. Sec.* F. C. Brownell, *Treas.*

**ELEVENTH ANNUAL MEETING.**—At Danielsonville, June 16th and 17th, 1859. Addresses were delivered by Prof. M. Bailey, on "*Reading*," by Rev. M. Richardson, on "*Free Schools*," by Rev. W. Burton, of Cambridge, on "*Home Education*;" by Dr. Calvin Cutter, on the same subject; and by E. B. Jennings, of New London, on "*The best Means of Educating the Masses*." Reports were received upon the condition of schools in the different counties. The following officers were elected:—E. F. Strong, *Pres.* J. N. Bartlett, C. C. Kimball, J. S. Lathrop, C. H. Wright, C. F. Dowd, A. S. Putnam, Lucian Burleigh, and E. B. Jennings, *Vice-Pres.* E. R. Keyes, *Rec. Sec.* J. C. Howard, *Cor. Sec.* L. L. Camp, *Treas.* This meeting was reported as one of the most industrious and hard-working that the Association had ever held.

**TWELFTH ANNUAL MEETING.**—At Bridgeport, Oct. 18th and 19th, 1860. Addresses were given by A. A. White, on "*The School-room as an Educator*;" by J. W. Bulkley, on "*The Duties of Parents and Teachers*;" and by E. L. Hart, on "*The Duties of Teachers to their Profession*." The following officers were elected: J. W. Allen, *Pres.* F. F. Barrows, *Rec. Sec.* J. C. Howard, *Cor. Sec.*; and J. W. Bartlett, *Treas.*

**THIRTEENTH ANNUAL MEETING.**—At Hartford, Oct. 31st and Nov. 1st, 1861. One of the largest, most harmonious and profitable educational meetings ever held in the State. Addresses were delivered by Hon. D. N. Camp, on "*Education in Connecticut*;" by N. A. Calkins, on "*Object Lessons*;" and by J. D. Philbrick, on "*Spelling*." The Association also met in graded sections for appropriate discussions and instruction. Messrs. Aug. Morse, G. F. Phelps, E. B. Jennings, E. F. Strong, C. F. North, L. Burleigh, J. N. Farmer, and H. Clark, were elected *Vice-Pres.*; the remaining officers being reelected.

**FOURTEENTH ANNUAL MEETING.**—At Waterbury, Oct. 30th and 31st, 1862. The attendance at this meeting was unusually large, numbering between three and four hundred, of whom three hundred were ladies. Lectures were delivered by Charles Northend, on "*The History of Educational Movements in the State*;" by A. N. Lewis, on "*The Schools and School Teachers of Connecticut*;" by Augustus Morse, on "*The Teachers of the Present Day*;" and by Rev. L. Burleigh, on "*The Parent and Teacher*." Discussions were

held upon "Methods of Recitation;" "Truancy, its Causes and Cure;" "Study out of School;" "Motives to be used for securing Study;" "Number of Studies;" "Prizes in School;" also, "Methods of Instruction in Geography, Mental Arithmetic, Object Lessons, and Reading." The President was instructed to bring the subject of Truancy before the Legislature for its action. The following officers were elected:—Augustus Morse, *Pres.* J. N. Bartlett, G. F. Phelps, W. L. Marsh, L. Burleigh, A. N. Lewis, J. M. Turner, B. B. Whittemore, and C. H. Wright, *Vice-Pres.* F. F. Barrows and J. C. Howard, *Sec.*; and Chauncey Harris, *Treas.*

**FIFTEENTH ANNUAL MEETING.**—At Rockville, Oct. 29th and 30th, 1863. The attendance was large. Lectures from J. N. Bartlett, on "The Influence of School Life upon the Scholar;" and by B. B. Whittemore, on "Elocution and Reading." Discussions were had upon "The Bible and Religious Education in Schools;" "To what Extent Pupils should be Assisted;" and on "Spelling." Former officers were reelected, with the substitution of Messrs. P. B. Peck, W. W. Dowd, and H. R. Buckingham, for Messrs. Burleigh, Whittemore, and Barrows.

**SIXTEENTH ANNUAL MEETING.**—At New London, November 17th and 18th, 1864. Addresses were delivered by J. D. Philbrick, on "The Self-education of the Teacher;" by Prof. D. N. Camp, on "School Classification and Studies;" and by Hon. Francis Gillette, on "Education and a Republican Government." The means of increasing the efficiency of common schools, and the most advisable mode of continuing the "Common School Journal," were made subjects of discussion. Committees were appointed to petition the next Legislature for improvements in the School Law, and for an act to prevent Truancy.

*President.*—J. N. BARTLETT.

*Vice-Presidents.*—E. B. JENNINGS, H. W. AVERY, A. N. LEWIS, Dr. H. M. KNIGHT, J. M. TURNER, N. C. POND, C. H. WRIGHT.

*Recording Secretary.*—L. L. CAMP.

*Corresponding Secretary.*—JABEZ LATHROP.

*Treasurer.*—J. KELLOGG.

The ANNUAL MEETING for 1865 was held at Willimantic on the 26th and 27th of October.

Lectures by Prof. T. H. Thatcher, of Yale College, on the "Importance of Common Schools;" by Prof. D. C. Gilman, Secretary of the Board of Education, on "Horace Mann, and the Lessons of his Life;" by Dr. H. N. Knight, Superintendent of School for Imbeciles, on "Physical Education;" and by J. W. Allen, Principal of Central District-School, Norwich, on "National Education."

Prof. D. N. Bartlett was reelected President,

## PRESIDENTS OF CONNECTICUT STATE TEACHERS' ASSOCIATION.

### REV. MERRILL RICHARDSON.

MERRILL RICHARDSON, one of the founders and the first President of the Connecticut State Teachers' Association, was born in Holden, Mass., in 1810. After an elementary and preparatory collegiate course in the District and High School of his native town, he entered Middlebury College, where he graduated in 1831. He commenced keeping school at the age of seventeen in Rutland, Mass., and followed the same vocation in the winter until he was settled over the Congregational Society in Terryville, (Plymouth,) Conn. Here he took an active interest in the supervision and improvement of common schools. An address delivered before the School Society of Plymouth in December, 1842, on "Common Schools and the essential features of a Teachers' Seminary," was printed and widely circulated. In the educational work inaugurated by James M. Bunce, Esq., of Hartford, after the abrogation of the Board of Commissioners of Common Schools, Mr. Richardson took an active part. He was particularly efficient in getting up the Convention or Institute of the teachers of Hartford county in October, 1846, which numbered 250 members and gave a powerful impulse to the educational movements of the State. Out of it grew the "*Connecticut School Manual*," a periodical which he edited for two years, 1847-48, and a series of Teachers' Institutes, or Conventions.

### HENRY BARNARD, LL. D.

HENRY BARNARD, the second President of the State Teachers' Association, was born in Hartford, Conn., Jan. 24, 1811—received his early education in the district-school—fitted for Yale College at the Academy at Monson, Mass., and the Grammar School of Hartford, and graduated in 1830. After graduating, he devoted two years to a systematic course of general reading, including a brief period of teaching—two years to travel in this country in connection with a study of the history, biography, and the physical, and social condition of each State—three years to the study of the law as his future profession, in the office of Hon. Willis Hall, New York, and the Law School of Yale College—and two years to foreign travel, with an extensive course of reading in reference to the same before his departure and on his return. Soon after his return from Europe he was elected for three years in succession to the State Legislature, and became so interested in the improvement of the common schools and other means of popular education, that he resolved to give up the legal profession and the chances of a political career, for which he had made the most elaborate and costly preparation, and devote himself to the work of securing the universal education of the whole people, and the best education of the largest number which could be secured by a system of public schools. For an account of his educational labors, see American Journal of Education, Vol. I., pp. 659-738.

**DAVID N. CAMP, A. M.**

DAVID N. CAMP was born in Durham, Connecticut, October 3, 1820, and received in the district-school and academy of his native town a thorough English education, which was made doubly valuable, mentally, by one winter's experience in teaching the Center district-school in Guilford, and physically, by a few months' varied practice on the farm for several summers. In his eighteenth year he commenced preparation for college in reference to the clerical profession, but, in attending the Teachers' Institute or class at Hartford in the autumn of 1839, where he was brought in daily conversation and instruction with Thomas H. Gallaudet, Henry Barnard, and the conductors of that Institute, he caught the prevailing enthusiasm for educational improvement, and determined to make teaching his life work, although he did not abandon his plan of a collegiate course as preliminary to a thorough course of professional training. But a severe illness leaving his eyes weak, he resumed school teaching—for five terms in the central district of Branford, and for the same period, in the Meriden Academy or Institute, until 1850, when he became assistant in the State Normal School at New Britain, associate principal in 1855, and principal in 1857. In virtue of the last office, he became State Superintendent of Common Schools, until September, 1864, when on the separation of the two offices, he resumed the exclusive duties of principal of the Normal School. From 1847, when the State made provision for the holding of a Teachers' Institute in each county, Prof. Camp has devoted a portion of each year to their instruction and management—more than one hundred and fifty in all, and embracing an attendance of over 10,000 teachers. He was a member of the committee appointed in 1847 to call a convention of teachers for the organization of the State Teachers' Association in 1848, was its first Secretary, its President in 1847, and has attended every meeting and taken part in the regular addresses and discussions of each meeting. He has gathered every year with the teachers of the county at the annual meetings of the American Institute of Instruction, the American Association, and the National Teachers' Association. Prof. Camp is the author of a revised edition of Mitchell's Outline Maps, and of a series of Manuals for teaching Geography.

**REV. ELIJAH B. HUNTINGTON, A. M.**

ELIJAH BALDWIN HUNTINGTON, son of Deacon Nehemiah Huntington, was born in Bozrah, Ct., Aug. 14th, 1816. Having attended the district-school, summer and winter, until twelve years of age, and during the winter until sixteen, he in the last term commenced the study of Latin, and in the following spring, in his father's kitchen, so far mastered Flint's Surveying as to be employed in measuring land in the neighborhood. In his seventeenth year he entered upon the study of medicine, still continuing his Latin, and in 1834 was engaged to teach a district-school in Salem, Ct., at \$9.50 per month, "boarding round," a room and fire having been pledged by the committee. He was complimented at the close of the school for doing what had not been done for the nine preceding years—carrying the school through without a successful rebellion—which was due to the sympathy and influence which his well-known habits of study out of school had upon the pupils of his own age. This winter, without aid, he went through Goodrich's Greek Lessons and Grammar, and read and re-read Virgil. In March, 1836, he opened a private school in Mansfield,

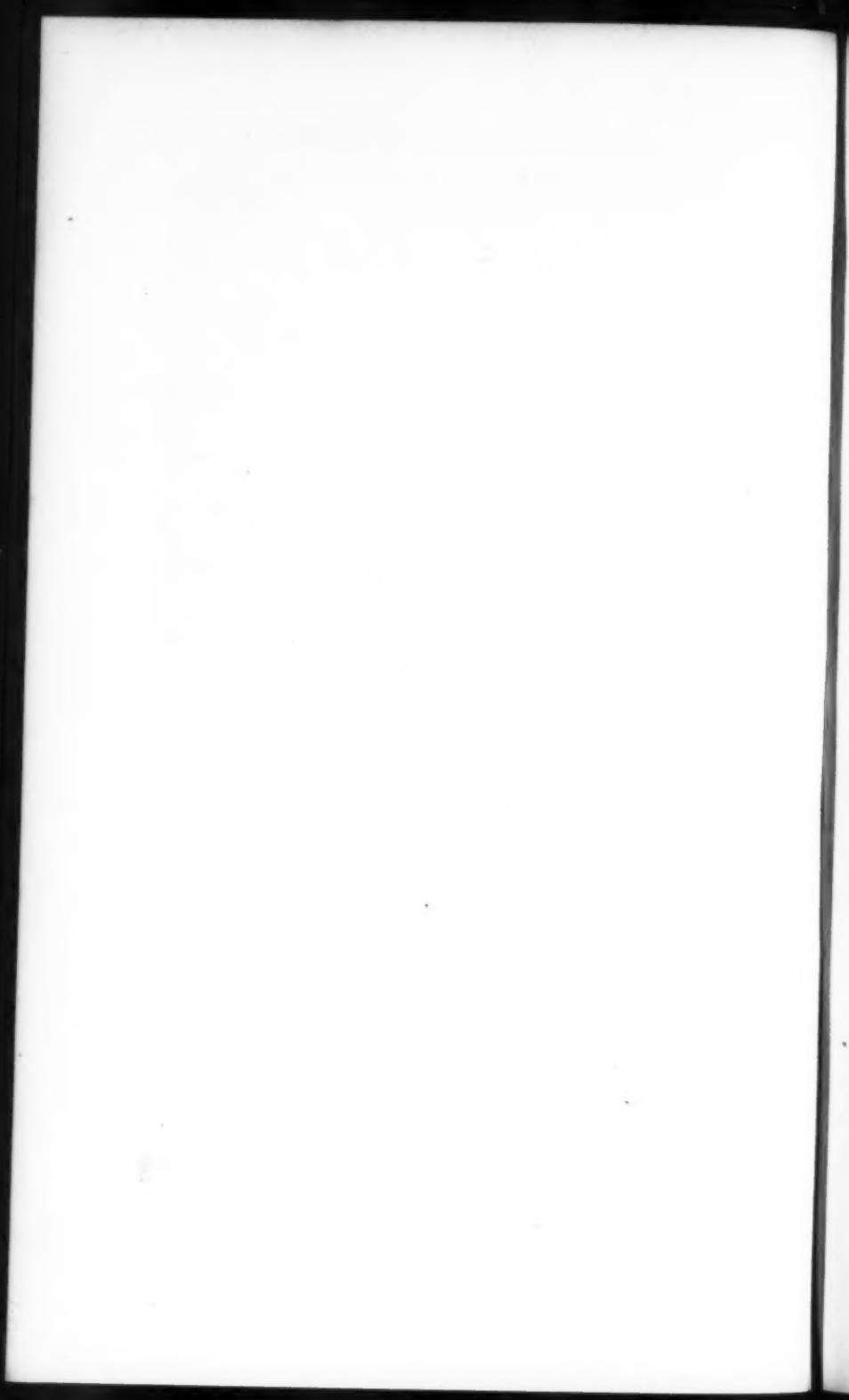






D. N. Camp

*David N. Camp*



Ct., which he continued until he entered Yale College in the Fall. At the commencement of Sophomore year his collegiate studies were interrupted by ill-health and want of means, and he resumed his school.

For several years Mr. Huntington prosecuted teaching and study, as his health permitted—going over the regular college studies and pursuing a theological course, and was licensed to preach in 1845. After laboring for the American Bible Society in Windham county, Ct., and Worcester county, Mass., he was successful in gathering together and at length organizing a congregation in what is now the town of Putnam, Ct. Here he devoted himself also to the cause of common school education, employing about one-third of his time in the schools and with the teachers of the town and county. He drew up an elaborate report of the condition of the schools of Thompson in 1849, which was published in the State Superintendent's report. In the following year he was employed by the Superintendent, Hon. Henry Barnard, to visit, examine, and report upon the schools of Windham county, which report was also published.

His voice failing in the pulpit, Mr. Huntington, in the spring of 1851, accepted the charge of the Graded School in West Meriden, and in the fall of 1852 was invited to Waterbury as principal of the High School and superintendent of the city schools, where he remained until December, 1854, when he was called to the charge of the Graded School at Stamford. These several schools were conducted with marked ability and success. On resigning the Stamford school in 1857, he opened a private boys' school, which was continued until 1864, since which time he has been engaged in a compilation of the history of Stamford and other literary labors.

Mr. Huntington was one of the Trustees of the State Normal School for New Haven county, while resident in that county; was elected President of the State Teachers' Association in 1852, and has frequently lectured before Lyceums, Teachers' Associations, and Educational Conventions. Several of his lectures and addresses have been published, and his pen has also been employed in the local newspapers for educational and religious purposes. He received from Yale College in 1850 the honorary degree of Master of Arts.

#### THOMAS W. T. CURTIS.

T. W. T. CURTIS was born at Epsom, New Hampshire, April 18th, 1823. He prepared for college at the academy at Pittsfield, N. H., and graduated at Dartmouth in 1844. Having had some previous experience in teaching in district-schools, he, after graduation, was principal of Brackett Academy at Greenland, N. H., during the year 1844-5; then taught for three years in Virginia and North Carolina, and afterwards for three years had charge of the Oliver High School in Lawrence, Mass. In 1851 he was appointed principal of the Public High School at Hartford, Conn., which position he resigned in the autumn of 1862 and established in the same city a Young Ladies' Boarding School, of which he is still (1865) principal. He was elected President of the State Teachers' Association in 1857.

#### EMORY F. STRONG

EMORY FOOTE STRONG was born at Bolton, Conn., Oct. 10th, 1827. He attended several academical schools in addition to the public schools of his native town, but obtained his classical education and preparation for college chiefly at the Monson Academy under the instruction of Charles Hammond. He had

early made choice of the ministry as a profession, but was induced to defer entering college and to take charge of a school at Rockville for a year, at a salary of \$400. Even before entering the Monson Academy he had taught a winter school in the district of Eastbury for \$10 a month and "board around," sometimes wading through two miles of snow-banks of a winter's morning and then building his school-house fire. At the expiration of the year at Rockville he had become so much interested in the occupation of instruction that he gave up, though reluctantly, his former cherished plans, and made teaching his profession. In 1853 he left Rockville for a school in West Meriden, and in 1855 was appointed to the High School in Bridgeport at a salary of \$1,200. He was here the pioneer in the matter of free schools and advocated the measure in public meetings and through the local press, and was actively interested in the erection of new school-houses and other measures of reform. In 1862 he left this position and established a Military School with which he is still (1865) connected.

In 1858 Mr. Strong was elected President of the State Teachers' Association and re-elected the following year. In addition to his other school duties he has for several years been active in building up and maintaining Mission Sunday-Schools, and has acted as chaplain in connection with a mission service in the county jail.

#### AUGUSTUS MORSE, A. M.

AUGUSTUS MORSE was born in Hardwick, Vt., April 9th, 1808. He commenced the practice of the profession, to which his life has been devoted, in the winter of 1823, in a district-school in Walden, Vt. During the following winter he taught in Peacham, and for nine winters in succession in Hardwick, in the same State, usually working upon a farm in summer and attending school during the autumn at an Academy. He now went to Castleton to complete his preparation for college, and entered Middlebury College in 1833. After teaching in New Haven, Vt., and again at Castleton, he obtained leave of absence for six months during his Junior year, to take charge of the Latin Grammar School in Cambridgeport, Mass. He here remained, however, through the year, was then principal of the Academy at Nantucket for nearly two years, when he was placed at the head of the High School in the same town, which position he held for sixteen years. Visiting Middlebury at this time, he received the Master's degree, and in 1855 removed to Hartford, Ct., to take charge of the North Grammar School, where he is still engaged. He was elected President of the State Teachers' Association in 1862, and was re-elected in the following year.

## COUNTY EDUCATIONAL ASSOCIATIONS.

---

### I. SCHOOL ASSOCIATION OF THE COUNTY OF MIDDLESEX, CONN.

*The School Association of the County of Middlesex, Conn.,* was in existence in May, 1799, and how long before we have not ascertained. It was probably the growth of the discussion which the disposition of the *Western Reserve* lands created in the Legislature and among the people between the years 1796 and 1799. The following "code" for the Government and Instruction of Common Schools, drawn up by the Rev. William Woodbridge, (father of William C. Woodbridge, the geographer and educator,) President of the Association, and, at that date, Principal of a Female School in Middletown was addressed by this Association, to the Visitors and Overseers of schools :

#### REGULATIONS FOR THE GOVERNMENT OF SCHOOLS.

In the acknowledgment of all men of goodness, policy, or wisdom, the proper education of youth is an object of the first importance to society. It is the source of private virtue and public prosperity, and demands the best practical system of instruction, aided by the united exertions and patronage of the wise and good. From a solicitude to promote this very interesting and most important object, the following regulations are respectfully submitted to the consideration of the Visitors and Overseers of Schools—by the *School Association of the County of Middlesex*.

Instructors and scholars shall punctually attend their schools, in due season, and the appointed number of hours.

The whole time of instructors and scholars shall be entirely devoted to the proper business and duties of the school.

Every scholar shall be furnished with necessary books for his instruction. In winter, effectual provision ought to be made for warming the school-house in season, otherwise the forenoon is almost lost.

The Bible—in selected portions—or the New Testament, ought, in Christian schools, to be read by those classes who are capable of reading decently, at the opening of the school before the morning prayer. If this mode of reading be adopted, it will remove every objection of irreverence, and answer all the purposes of morality, devotion, and reading. Some questions may be very properly proposed and answered by the master or scholars; and five minutes, thus spent, would be a very profitable exercise of moral and other instruction.

Proper lessons, and fully within the scholar's power to learn, ought to be given to every class each part of the day. These daily lessons ought to be faithfully learned and recited to the master or his approved monitors.

One lesson in two or more days may be a review of the preceding lessons of those days; and one lesson in each week a review of the studies of that week.

The sum of this review, fairly written or noted in the book studied, may be carried by the scholars, each Saturday, to their respective parents or guardians.

Scholars equal in knowledge ought to be classed. Those whose progress merits its advancement should rise to a higher class; and those who decline by negligence, should be degraded every month.

The hours of school ought, as much as possible, to be appropriated in the following or a similar manner, viz:

In the morning, the Bible may be delivered to the head of each class, and by them to the scholars capable of reading decently or looking over. This reading, with some short remarks or questions, with the morning prayer, may occupy the *first half hour*. The second may be employed in hearing the morning lessons, while the younger classes are preparing to spell and read. The third in attention to the writers. The fourth in hearing the under classes read and spell. The fifth in looking over and assisting the writers and cipherers. The sixth in hearing the under classes spell and read the second time; and receiving and depositing pens, writing and reading books.

In all exercises of reading, the teacher ought to pronounce a part of the lessons, giving the scholars a correct example of accent and emphasis, pauses, tones, and cadence. In all studies, the scholars ought to be frequently and critically observed. The teacher's eye on all his school is the great preservative of diligence and order.

In the afternoon, one half hour may be employed in spelling together, repeating grammar, rules of arithmetic, and useful tables, with a clear and full, but soft voice, while the instructor prepares pens, writing-books, &c. The second and third half hours in hearing the under classes, and assisting the writers and cipherers. The fourth in hearing the upper classes read. The fifth in hearing the under classes read and spell the second time. The sixth in receiving and depositing the books, &c., as above.

That the school be closed with an evening prayer, previous to which the scholars shall repeat a psalm or hymn—and also the Lord's prayer.

Saturday may be wholly employed in an orderly review of the studies of the week, except one hour appropriated to instruction in the first principles of religion and morality, and in repeating together the ten commandments. That the catechism usually taught in schools be divided by the master into four sections, one of which shall be repeated successively on each Saturday.

Any unavoidable failure of the master in the time of attendance on school ought to be made up by him. Absence of the scholar ought to be noted for inquiry.

Parents should aid and encourage the scholars in studying proper lessons at home, especially in winter evenings, which are the better part of the day. For slow will be the progress of the scholar without the aid and encouragement of the parent.

To these regulations there is, in equity, an equal right of appeal to the overseers of schools, both for parents and teachers, in all matters of dispute. It appears indispensably necessary that a proper system of school regulations should be delivered both to parents and teachers; and also to be frequently read, explained, inculcated, and urged upon the scholars.

The teacher becoming accountable to the parents and overseers for the faithful instruction of his school, has a right to expect—First, due support in government from both—Second, proper books of instruction and morality, manners and learning—Third, the steady and punctual attendance of his scholars, and diligence in their studies. Failure on one part can never be entitled to fulfillment on the other.

That there be opened, in every school, a register containing the following records, viz.:

1st. Time of entrance, continuance, and departure of each scholar and master.  
2d. The names of all whose example in good manners and orderly conduct, have been beneficial to the school, which shall stand on the honorable list during the continuance of their good character and conduct.

3d. The names of the three best scholars in every class and branch of learning at the end of each half year.

4th. The names and crimes of every one who is guilty of lying, stealing, inde-

œnomy, fighting, or Sabbath-breaking. These, on evidence of reformation, shall be erased.

5th. That a record be kept of all the names and donations of those who shall generously give prizes or books for the encouragement of learning and good manners.

That the virtuous and diligent may be encouraged and rewarded, and the vicious disconcerted and punished, this register shall be open to the parents and visitors of schools, and read on days of public examination.

A proper system of manners ought to be drawn up, suited to the age, situation, and connections of children in society. This will answer for a rule of duty, and appeal in all cases of trial. In all charges, the complainant shall ascertain the fact—the law broken—the reason of the law—and the probable consequences to society—to the offender—the whole proving the duty and benevolent design of prosecution.

A short system of morality ought to be compiled for the particular use of children—illustrated by familiar examples, and applied to their particular rights and circumstances. “When I was a child, I spake as a child, I understood as a child.”

Effectual measures ought to be taken to convince children that their whole conduct is the object of perpetual cognizance and inquiry in the parent and teacher, the minister of the gospel and the civil officers.

All instruction in morals and manners is most clearly illustrated and most effectually enforced by example. Consequently, good and evil examples are among the first of virtues and worst of vices in society, and ought to be punished or rewarded.

Books of reading and spelling, morality and manners, in general use, should be the property of the district and under the master's keeping, and by him to be delivered to the scholars; for the following reasons: 1. A much less number will answer. 2. They will be bought cheaper. 3. Kept better. 4. Better answer all purposes—for a class using any set at school may study in them at home. 5. Such a plan would encourage donations and furnish a school library for various and occasional reading.

All school laws and regulations should be clearly understood and frequently inculcated. Reason and rule should go together. Persuasion and encouragement should first be tried—admonition and caution may perhaps be proper in every instance for the first offense. Caution, reprimand, and assurance of the necessity of punishment may be sufficient for the second fault. But a *second crime* should not be passed over without evident proofs of inadvertence or true penitence. A third instance of deliberate breach of plain orders—of repeated faults or crimes—demands immediate chastisement. All punishments should be—1. Safe, and attended with instruction—the rod and reproof give wisdom. 2. Never given up until the offender is submissive and obedient. Necessity or prudence may oblige us to vary, *discontinue* or *delay* a punishment—but to give up would be the destruction of all government.

These, or similar regulations, gentlemen, we think indispensably necessary to the *well* being and general utility of schools. They are, therefore, with all due deference to your wisdom, respectfully presented to your consideration.

Middletown, May 7th, 1799.

## FEMALE COMMON SCHOOL ASSOCIATION

IN THE EAST DISTRICT OF KENSINGTON, CONN.

---

As an example of associated effort on the part of the mothers and women of a district or town for the improvement of schools, we introduced from the Connecticut Common School Journal for 1840 extracts from various communications and official documents respecting the organization and results of an "Association of the Females of a School-district in Kensington"—a portion of the town of Berlin in Connecticut. We introduce a letter of Mrs. Emma Willard, the author of this plan of school improvement, and more than any person, living or dead, the originator and demonstrator of our present advanced views and methods of female education, by the same remarks which, as Commissioner of Common Schools and Editor of the Common School Journal, we published in 1840.

From the outset of our labors in this field, we have been sensible of the vast influence for good which the mothers of a district or society might exert by more active individual or associated efforts, in behalf of common schools. They stand at the very fountain of influence. The dress, manners, books, regularity, and punctuality of attendance, and the review or preparation of school lessons at home, of the children, depend mainly on them. Let the mothers of a district read, converse, and become well informed, as to what constitutes a good school, become acquainted with the teacher, visit the school-room, see in what close, uncomfortable, and unpleasant quarters their children are doomed to spend their school hours, the vast amount of time, during each session of the school, they, especially the younger, are unemployed in any useful exercise, and the bad or inefficient methods of government and instruction too often pursued by the teachers, whom school visitors have licensed to teach the children of others, not their own, and the schools can not remain where they are. They will make their houses too hot for their husbands, or brothers, or grown up children to remain at home in, when district or society meetings for the improvement of these schools are to be held, or to come back again if they have, from a poor economy which usually defeats itself, voted against every proposition to repair the old, or build a new school-house, or to employ a teacher of proper qualifications, because of the expense. The following communication from Mrs. Willard gives the outline of an association of women for this purpose, which we regret she could not have remained in Kensington to have carried out.

We have seen another plan, for visitation, of more easy execution, which is this. Let a district be divided into sections of two, four, or six families, accord-

ing to its size. Almost every district would thus furnish some eight or ten or twelve sections, and let it be the duty of one of these sections, to visit the school every week, say on Friday, or some other set day, until the circuit of the district has been made. If convenient, both the parents should go. We care not how it is done, but let the mothers go and see the schools as they are.

LETTER FROM MRS. EMMA WILLARD, ON A "PROPOSED PLAN OF A FEMALE ASSOCIATION TO IMPROVE SCHOOLS."

SIR:—Recollecting your request, that I would give you in writing the ideas which I had addressed to you verbally, on the importance of the coöperation of my own sex to the well-being of common schools, and of the manner in which it could be brought to bear, I determined to send you the outline sketch of a plan for a society, which was in agitation, and which would have been formed, had I remained in Kensington to spend the ensuing winter. There being in that society no compact village, the women were not so well situated for acting in an associate capacity, as in many other places. But had it been in my power to return, it would have been only on the condition that such associations should be formed. The improvements made would not then have been left to chance, as to their continuance; nor would a considerable number of the children, unfurnished with proper implements, have remained, after all, little benefited. The condition of the common schools, in several respects, appears to me affecting, like that of a large young family of widower's children. The father provides what he thinks is necessary, and there is perhaps an hired maid or an older sister, who looks after the little children, as well as she knows how. But where is the mother? Where is she whose watchful eye and yearning bosom would be the surest pledges of their growing intelligence and virtue? with her they were cleanly, orderly, and industrious. She felt their little wants, when the father did not; and her influence with him, or her own purse, was sweetly drawn forth to supply them; and the supply was not monthly to be renewed, on account of unwatched waste and destruction; for she admonished the little squanderers; took care, or obliged them to do so, of their minutest articles of necessity. All this the united mothers might do for the common nursery of their children; and it is for the want of this supervision, that the common schools are in the forlorn condition in which many of them, throughout the country, are now found; and the best might be with it far better than they can be without it. Would that my sisters of this community would awake to the importance of the subject. If any should be inclined to do so, they may find the appended plan of a society useful in aiding them to begin. When, however, a newly invented machine is put into operation, some things may be found to need altering, although the principle on which it is formed is perfectly correct, and its chief parts rightly arranged; and in its first play some things may wisely be added, merely to overcome obstructions which its own motion will wear away. Such, for example, in this instance, is the putting, in the first place, two persons on committees, where hereafter an individual responsibility would better accomplish the object.

Yours with great respect,

EMMA WILLARD.

Kensington, Sept. 10th, 1840.

PLAN<sup>Y</sup> OF ASSOCIATION.

We, the undersigned, women of the East District of Kensington, do hereby associate ourselves, for the object of aiding, by our united exertions, the common school cause; especially by improving the condition of our own school.

We are moved hereto, by considering the vital importance of elevating by right education the common mind—by the endearing ties which bind us to the children of our own school—by the knowledge that it is the proper sphere of women, to take the care of young children—and by the consideration of the deficiencies heretofore experienced, and the need of united and efficient effort, as well as of some additional pecuniary means, to supply those deficiencies.

We do therefore determine, in the fear and by the favor of God, to associate ourselves in the solemn resolution that we will do whatever may be in our power, consistently with higher duties, to effect the object herein named, and we conceive that to no object will our highest duty, that to our Maker, more distinctly point, than that, as a body, the women of this district should see that the children within its bounds should be so trained as to become the blessings of this world, and the "blessed" of a better.

#### CONSTITUTION.

I. This Society shall be called the Female Common School Association of the East District of Kensington.

II. The officers of the Association shall be a President, Vice-President, Treasurer, Secretary, and such Executive Committees as the business of the Association may in their judgment require. These shall constitute a board of officers, who shall meet on the first Tuesday of every month, to receive reports, direct expenditures, and devise measures to effect the objects for which they are chosen.

III. This Association shall hold semi-annual meetings on \_\_\_\_\_, at which times officers shall be chosen, those who have served shall make reports of their several proceedings, and the other business of the Society be transacted.

IV. Any female belonging to this district may become a member of this Association, by subscribing this Constitution, and paying fifty cents; and will continue to be a member by the payment of the same sum semi-annually; and any female not of this district may become a member by the payment of five dollars, she afterwards continuing, if she remains a member, to pay the same as the women of the district.

#### REMARKS ON ARTICLE II.

A committee, probably of two, will be needed, to obtain the names, residences, ages, &c., of all the children in the district, of suitable age to attend the school—to learn if any among them are hindered from the benefit of the school by any causes within our power to remove, (as by a degree of penury that deprives them of suitable clothing, books, &c.,) and if so, to see that those causes be removed, as far as our ability will allow, and the children properly clad, and otherwise provided, are sent to the school; or otherwise report be made to the Board of Officers, or to the Association, or as the case may be, petition, in behalf of the needy, the proper male authorities.

Another committee of the same number will be needed to inspect the accommodations of the children and teacher within the school-house and without, to see whether such things are provided as are needed for health, comfort, and cleanliness, and to make purchases under such restrictions as shall from time to time be agreed on—to take care of such things in their department as may be already provided, and to report to the Board of Officers, and to make due reports to the Association concerning all matters within their department.

Another committee would be needed, whose business it should be, to spend a certain time in the school, to become acquainted with the character and management of the teacher, and the progress of the pupils, and their behavior in school, in order that they may bring the influence of the Association to coöperate with the teacher, to carry out plans of improvement—to see that her efforts are not hindered by small items of expense, which there is no one to meet, relating to books of a similar kind for classes of the same degree of improvement, slates, blackboards, &c.—to purchase these under suitable restrictions, and also

to make purchases of cheap and useful apparatus, when the funds of the Society will admit. The reports of such a committee to the associated mothers of the children might be the means of incalculable good, by showing them how often the teacher's exertions are brought to naught by the irregularity of their children's attendance—how much each might do in her own family to make the authority of the school respected, and otherwise to aid the teachers in the work of improvement, and thus to produce results which will tell upon her own future happiness; for who can weigh, or measure, or estimate the difference to a parent, to a mother especially, between a good child, coming forward to be a good man or woman, and a bad child, growing up to be miserable in himself, a torment to his family, and a pest to society. And how many such have died an untimely death, with curses upon careless mothers.

For this committee on the literature and regulations of the school there would be needed well-educated, judicious, and public spirited women, who would spend enough of their time in the school to become acquainted with any improvements which may at any one time be made in the school, so that such improvements shall not be lost by a change of teachers.

The character and management of the teacher would, of course, fall under the observation of such a committee. Incompetence and unfaithfulness should be detected and treated accordingly, and so should the reverse of these qualities. The good and faithful teacher is worthy to be the companion of the mother and sisters of the children they teach.

The plan thus set forth was in the following year acted upon, and Mrs. Willard, in an address prepared at the request of the Western College of Teachers in 1842 and read before many educational conventions and associations in several States, after setting forth the necessity and modes of women's coöperation, thus speaks of the results of the experiment in Kensington :

These are no visionary speculations impracticable in action. Their development has already begun. Among the green hills of Connecticut, where perhaps some of your association sported in childhood, there is a little band of mothers conjoined in a society, and it may be, at this moment, collected in the school-house of the district, to devise and execute the best plans for the good of their gathered children. Their constitution and laws bind them to learn the condition of every one in the district, and if any lack, to provide the needed raiment. Another article enjoins them to observe the condition of the school-house and its furniture, the accommodations of the children and their teacher, so that comfort and health may be regarded, and habits, proper and cleanly, may be formed. Another part of their duty, which requires the talents of their educated members, is to enter into their course of study, and with the advice of male committees, to order what classes shall be formed, and what works shall be studied, and those to provide.

It was but last May that this little society began its operations, and already the fruits of their labors are manifold and precious. The children are clean. Their school-room is whitewashed and made neat in every corner. Without you may see an eaves-trough, and a vessel to hold rainwater, and in an ante-room a neatly scoured form for pails and drinking cups and wash-basins, with towels hung above. New furniture is provided for the teacher. She is ex-officio a

member of the association, and is a young lady of talents and not without friends, nor wholly without fortune. She was liberally educated; but she caught the spirit of improvement, and undertook and now performs her labor with a far different spirit than the love of gain. She feels ennobled by giving her efforts, not here neglected, to a generous cause. The cry of unsuitable school-books, and a want of conformity even in these, is no longer here. The mothers have found a way to obviate this, as they may every serious impediment to the proper training of their children, if they will come forward in their united strength. Look upon the western wall of the school-house and you see a book-case locked. It contains the library these mothers have purchased for the school. Their teacher is their librarian. If parents are poor, the use of the books is free, but if able to pay, the society receive four, six or eight cents, according to the value, on each volume used in the season. This will keep their fund good to purchase new ones when needed, or when it shall be resolved that new studies shall be introduced; and they find that a great saving is to be made of family expenses, by this plan of providing school-books for their children; no money-loving author will there put out a good work and introduce a bad one, by flattering the vanity or tampering with the honesty of the teacher. She, as is proper, is but the agent of the mothers; therefore, if she leaves the school, there need be no change of studies.

Go with me to this school and listen to the recitations. The children are taught to articulate without toning. The little ones have their slates, on which they print the letters of the alphabet; the larger have their blackboards, on which they state and work their sums in arithmetic, or illustrate geographical studies by drawing maps. They are taught spelling and composition simultaneously, by writing sentences on familiar subjects, or concerning their lessons. The most advanced class compose familiar letters. This class are this season learning "Chemistry for Beginners;" and at home the mothers are delighted to observe them engaged in their simple experiments. No idle stray books are here read to give false principles in morals, to foster a maudlin sensibility, or teach the children a style more childish than their own. The precious hours of school reading make them acquainted with the Bible, and with their books of study, which they are taught to understand and explain. When they are merry, they sing. They are not kept more than an hour confined, before they are allowed to sport in the wood just by, or on the green bank of the hillock, on which the school-house stands—fortunately at some distance from the public road. It is in the town of Berlin, among the beautiful brooks and groves of Kensington, that this favored spot may be found.

Not only have these mothers improved their children but themselves. Instead of gay parties for their daughters, they have in some cases invited a class, it may be, of geography or chemistry, to their houses, and themselves examined them in their study. The regular meeting of the society has been held one afternoon of each month at the school-house, when they have first heard the children recite, and then dismissing them, have proceeded to the business of the society, their industrious hands perhaps employed in the meantime in making garments for the destitute.

The field opens before them as they advance. They have made discoveries of conveniences to be provided, of discomforts and dangers to health and physical constitution to be guarded against, which, but for their personal attention, they would never have dreamed of.

### III. VERMONT TEACHERS' ASSOCIATION.

---

#### PRELIMINARY HISTORY.

THE earliest educational conventions in Vermont of which there appears to be any record were held in the winter of 1830-31, and were connected with the movement in behalf of lyceums, which had become so general throughout the Union. These meetings were held in all the counties of the State, and were attended by Mr. Holbrook, the originator of the system. Weekly meetings of teachers, semi-annual county conventions, and the use of apparatus in schools were recommended, and committees were appointed and times specified for town and county meetings to organize lyceums or associations for the improvement of schools and the advancement of education in general. Four or five County Lyceums were formed at the time, and town associations also in several places in the State. Some of these Lyceums continued in operation for several years, but there is very little upon record respecting them.

The information at hand respecting subsequent movements is imperfect and our record consequently will probably be defective. The "Annals of Education" for June, 1836, contains a notice of a State Convention of teachers and others, to be held at Montpelier on the 23d of August, and a list is given of the subjects proposed for discussion. No notice, however, is given of the holding or proceedings of the meeting. The friends of education in Windsor county met at Windsor, March 13th, 1839—Hon. Horace Everett, President; E. C. Tracy, Secretary; and Rev. J. Tracy, of Boston, Rev. J. Richards, and Dr. E. E. Phelps, a Business Committee. Hon. Jacob Collamer delivered a lecture upon "legislation in regard to common schools," and the following resolutions, which show the questions and spirit of the times, were adopted:—

*Resolved*, That the interest of the Surplus Revenue, instead of being used to diminish the taxes merely, ought to be employed for the *improvement* of common schools, either by providing better houses, by purchasing libraries and apparatus, by establishing model schools, by keeping up a school of a high character in each town for the whole year, by continuing the several district schools for a greater part of the year than now, or in such other way as the several towns and districts may judge expedient.

*Resolved*, That this Convention regards with peculiar interest those institu-

tions in which particular attention is paid to the qualification of teachers for common schools, and that we cordially recommend to our community such institutions as especially deserving of patronage.

*Resolved*, That we recommend the introduction into our common schools of branches higher and more numerous than those now customarily taught, so far as can be done by adopting elementary works of history and science as reading books.

*Resolved*, That the Convention recommend the formation of a permanent County Association for the promotion of popular education, and that a meeting be held in Woodstock, on the first Tuesday of June next, to organize said Association.

*Resolved*, That great benefits would result from the introduction of libraries and apparatus for illustration into primary schools.

Hon. J. Collamer, Rev. J. Thurston, and Rev. Z. Bliss were appointed a committee to secure a general representation at the proposed meeting and to make the necessary preliminary arrangements.

In 1842, several important meetings were held in behalf of an improved system of education for the State. A convention had already been held at Brandon in 1841. A second was held at Middlebury, January 13th, 1842, of which Hon. W. C. Kittredge was chairman, and Hon. Harvey Bell, secretary. Many of the best informed and most energetic men of the State were present and the whole subject of education, both by schools and colleges, came under consideration. Resolutions of a general character were adopted respecting the wants of the schools, and especially of the academies, discussed by Messrs. Kittredge, Merrill, Smith, Wheeler, Labaree, Stevens, of Barnet, Briggs, Clarke, Hallock, Stoddard, Starr, of Middlebury, Palmer, Adams, Prindle, Twining, and others. The chairman and secretary were requested to prepare and publish an address to the public upon the subject of a general system of education for the State, and the Convention adjourned to meet at Burlington on the 23d of February. At this meeting Gov. Paine presided, and G. B. Shawe and J. K. Converse acted as secretaries. The Convention was addressed by Prof. G. W. Benedict in relation to the legislation of the State upon education; by Rev. Mr. Peck, of Poultney, upon the common school system of New York, and upon the outlines of a system for Vermont; by Pres. Wheeler, upon the Massachusetts system; by Calvin Pease, upon the prevailing system of academical education; by Rev. Zenas Bliss, upon a system of education for the State; by Prof. Twining, upon the means of arousing popular interest and action in behalf of education; and by Dr. Leonard Marsh, on physical education. The action of the previous Legislature in providing for the collection of information and a report upon the condition of education in the State was approved and the following resolutions, among others, were adopted:

*Resolved*, That the defects in our present system of education can not be

remedied without enlightened legislative action, by which all our seminaries of learning shall be brought under the supervision of the State and receive that patronage from the government which they so highly deserve.

*Resolved*, That the only mode of securing this legislative action is by circulating information among the people—creating a correct public sentiment and producing such an interest among all classes of the community as will sustain the Legislature in the action proposed.

*Resolved*, That immediate, determined, and decided action for the production of these results, is the imperative duty of all the friends of education in the State.

Messrs. Pres. J. Wheeler, E. Fairbanks, E. C. Tracy, D. P. Thompson, and N. Williams were appointed a committee with power to call another convention and prepare business for its action.

Though no definitive action was taken by the Legislature in 1843 or 1844, public discussion was continued and the popular mind awakened to the need of improvement. Early in 1845 a convention was held in Middlebury, and Thomas H. Palmer was appointed to procure and publish authentic information respecting the school laws of the free States. Gov. Slade, in his message of Oct. 11th, 1845, to the Legislature, made an exposition of the defects of the law, and earnestly commended to their attention the subject of school supervision. On Oct. 18th, of the same year, a convention met at Montpelier for the formation of a State Society, of which Hon. James Barrett was chairman, and D. W. C. Clarke, secretary. The "*Vermont Society for the Improvement of the Common School*" —by diffusing information respecting the defects and deficiencies of the school system and the best methods of removing the one and supplying the other, and by promoting the formation of County and Town Societies—was organized by the election of the following officers:—Hon. S. H. Jenison, *President*. D. P. Thomas and T. H. Palmer, *Secretaries*. J. P. Fairbanks, and William Warner, *Executive Committee*, and twelve Vice-Presidents. We have no record of any subsequent meetings of this Society, and the principal subject proposed for its action was removed by the passage of the act of Nov. 5th, 1845, providing for town, county, and State Superintendents, the visitation of schools, examination of teachers, and annual County Conventions of teachers. Hon. Horace Eaton was elected Superintendent and continued in the diligent and faithful performance of its duties until 1851. The County Conventions of teachers, which the act required to be called by the Superintendents, seem not to have been generally held until some two years later. Teachers' Institutes, however, were commenced in 1846—the first in Washington and Lamoille counties—and soon became of general occurrence, though unassisted by the State. Several County Teachers' Associations were also organized, of which the earliest was

probably that of Caledonia county, in 1847. In May, 1847, the publication of the "*School Journal and Vermont Agriculturist*" was commenced by Messrs. N. Bishop and Tracy, at Windsor, and was continued three years—the first educational journal in the State.

A State Educational Convention of great interest met at Chelsea, Aug. 28th, 1848, and continued in session three days—Hon. Horace Eaton, *Pres.* Jason Steele and J. P. Fairbanks, *Vice-Pres.* N. Bishop and J. K. Colby, *Sec.* Discussions were held upon various questions—The proper studies for Common Schools, their proper order, and the modes of teaching them—School-houses—Qualifications of Teachers—Defects in Schools—and School Government. Addresses were also delivered by Rev. Addison Brown, upon the "*Nature and Means of Education*;" by Charles Northend, on the "*Duties of Parents in relation to Common Schools*;" by Rev. D. H. Ranney, on the "*Claims of Physical Education*;" by W. A. Burnham, on "*School Government*;" by Rev. T. Hall, on "*School Manners and Morals*;" by Gov. Slade, on "*Common School Education at the West*;" by W. D. Swan, of Boston, and by Gov. Eaton. The discussions and addresses were reported at some length in the "*School Journal*." In August, 1849, the American Institute of Instruction held a meeting of great interest at Montpelier.

In November, 1849, the act of 1845 was amended, the office of County Superintendent being abolished, and appropriations made in support of annual Teachers' Institutes—with other minor changes. This law continued in force until 1852, when the office of State Superintendent was suspended by the neglect of the Legislature to fill it, and the appropriations to the Institutes were withdrawn.

#### ORGANIZATION AND PROCEEDINGS OF THE STATE TEACHERS' ASSOCIATION.

The first suggestion in favor of a State Association of Teachers was made by Hiram Orcutt, early in the year 1850, in a communication to the *Vermont Chronicle*. A call was soon afterwards published for a meeting to be held at Montpelier on the 16th of October, for the organization of a State Society and for discussions upon the subject of education in Vermont. This call was signed by Messrs. J. K. Colby, C. G. Burnham, Asa Brainard, C. B. Smith, J E. King, I. O. Miller, L. O. Stevens, and B. B. Newton. Rev. H. P. Hickok was chosen chairman of the meeting, and S. H. Peabody, Secretary. The **TEACHERS' ASSOCIATION OF VERMONT** was duly organized by the adoption of a Constitution, declaring its object to be "to rouse from its slumbers the public mind, to interest and encourage the heart of the common school teacher, and to im-

press upon superintendents, teachers of Academies and higher seminaries, their great responsibilities as exponents of the public school interests," and the following officers were elected:—Rev. Worthington Smith, D. D., *Pres.* Hon. Horace Eaton, Rev. J. D. Wickham, J. S. Fairbanks, Rev. H. J. Parker, R. C. Benton, J. S. Spaulding, Hon. D. Marvine, M. Dwinnell, Rev. H. Orcutt, Hon. D. M. Camp, Rev. Chauncey Taylor, Rev. E. J. Scott, L. G. Meade, and C. B. Smith, *Vice-Pres.* I. O. Miller, J. K. Colby, and Z. K. Pangborn, *Sec.* Rev. H. P. Hickok, *Treas.* Rev. P. B. Newton, W. A. Burnham, and L. O. Stevens, *Ex. Com.* Resolutions were adopted, recommending the union of two or more school-districts, whenever practicable, and the formation of graded schools; urging a more rigid execution of the law requiring the annual examination of teachers; upon the need of a digest of the school laws, and against the repeal of the existing law, until it had received a fair trial; and advising the introduction of Webster's Quarto Dictionary into every district and high school. A committee was appointed to examine the school laws and report such alterations and additions as might be deemed desirable.

SECOND ANNUAL MEETING.—At Waterbury, August 27th, 1851. Addresses were delivered by the President, upon the "*Influence of the Association in advancing the interests of Education in the State;*" by Rev. J. E. King, on the "*Liberal Education of Females;*" by Z. K. Pangborn, on "*Indolence of Thought, the Teacher's greatest Enemy;*" by Prof. C. Pease, on "*Classical Studies;*" by Rev. A. Brainard, on "*Habits of Obedience;*" and by L. O. Stevens, on "*Reform in our Academies.*" Resolutions were passed upon the influence of the thoroughly qualified Teacher and the duty of united effort; in favor of the publication of an educational journal; in respect to the usefulness of libraries in high schools and academies, as compared with that of philosophical apparatus; advising an increase in the salary of the State Superintendent; and urging a more careful examination of teachers by the town Superintendents. J. T. Fairbanks was authorized to memorialize the General Assembly against injurious legislation upon the subject of common schools, and in view of the great defects of the school-houses through the State, in location and structure, and of the slowness on the part of the public to become convinced of the fact, a committee was appointed to report at the next meeting upon the proper location and size of school grounds, and upon a plan, with specifications and estimates, for a district school-house suitable to the general wants of the State; discussed by Messrs. Rev. A. G. Pease, Rev. A. Brainard, Rev. Dr. Smith, C. G. Burnham, W. A. Burnham, Z. K.

Pangborn, J. O. Miller, Rev. S. R. Hall, and others. The officers of the previous year were, with few exceptions, reëlected. J. S. Spaulding was elected Cor. Secretary, and J. E. King, J. D. Wickham, and J. O. Miller, Ex. Committee.

**THIRD ANNUAL MEETING.**—At St. Johnsbury, Aug. 10th, 1852. Addresses were delivered by L. O. Stevens, on the "*Vermont School System*;" by H. S. Noyes, on the "*Necessity of Legislative Action to an Efficient Educational System*;" by Rev. E. Cutler, on the "*True Idea of a Practical Education*;" by Prof. J. B. Bittenger, on "*Accomplishments*;" and by Pres. E. Bourne, on a "*Comparison of the Collegiate Education of the Old and New World*." The committee upon the establishment of a State Journal, reported the proposed publication of the "*Teacher's Voice*," by Z. K. Pangborn, upon his own responsibility. This journal was published for a year, or more. Rev. J. D. Wickham, D. M. Camp, J. P. Fairbanks, and W. A. Burnham were appointed a committee in relation to the establishment and endowment of a State Normal School, \$5,000 having already been offered conditional upon the raising of the additional amount necessary for carrying out the plan. Resolutions were passed in relation to the evil of a too frequent change of textbooks; against the encouragement of ignorant, itinerant lecturers; in favor of the use of single desks in schools; and soliciting the attendance of common school teachers at the meetings of the Association. These resolutions were discussed by Messrs. Orcutt, Wickham, Camp, J. P. Fairbanks, Pangborn, Sam. H. Taylor, and others. The previous officers were reëlected.

**FOURTH ANNUAL MEETING.**—At Rutland, August 23d, 1853. Addresses by Rev. W. Smith; by Rev. H. Orcutt, on "*Sources of Educational Influence*;" by Rev. A. B. Lambert, on "*Deaf-Mutes and their Education*;" by W. A. Burnham, on "*School Government*;" by C. H. Hayden, on "*Books*;" and by Gen. Hopkins, on the "*Common School System*." Resolutions were adopted, after discussion, by Messrs. E. L. Ormsby, N. Bishop, Pangborn, Smith, Hicks, Aiken, and others, requesting information from the presidents of colleges, academies, and high schools, respecting their several institutions; declaring the necessity of a thorough classification of students in academies, and a regular course of studies; and recommending the establishment of graded union schools. W. Smith, D. D., B. Labaree, D. D., J. A. Hicks, D. D., Horace Eaton, D. M. Camp, Rev. N. Bishop, and Z. K. Pangborn were appointed a committee to memorialize the Legislature "for such action in aid of the cause of education as a sound, wise, and liberal policy requires."

Rev. Dr. Smith was re-elected President; Z. K. Pangborn, J. Graham, and J. D. Kingsbury, Secretaries; H. Orcutt, E. C. Tracy, and J. K. Colby, Ex. Committee.

FIFTH ANNUAL MEETING.—At Windsor, August 22d, 1854. Addresses by Bishop J. H. Hopkins, on the "*Agencies required for a full Result of Education;*" by R. W. Clarke, on the "*Reciprocal Duties of the Citizen and the State;*" by Rev. R. S. Howard, on "*Common Schools—their Importance and Means of Improvement;*" by Cornelius Walker, on the "*Best Method of Teaching Reading;*" and by Prof. N. G. Clark, on the "*Education now needed in Vermont.*" Essays were also read by J. Graham, on the "*Necessity of a State Board of Education;*" by Hon. D. M. Camp, on "*Phonology;*" by J. K. Colby, on "*Means of Keeping Scholars Employed;*" by J. S. Spaulding, on the "*Best Method of Teaching Arithmetic;*" and by Rev. C. B. Hurlbert, on "*School Government.*" The prominent subject before the Association for discussion and action was that of a *State Board of Education.* Messrs. D. M. Camp, Prof. J. D. Wickham, Prof. H. Orcutt, Chief Justice Redfield, Rev. E. Ballou, and Rev. E. J. Scott were appointed a committee to bring the subject before the Legislature at its next session, to confer with the Committee on Education, and to aid with suggestions as to the details of a suitable act, and to procure petitions to the Legislature in behalf of this object. A resolution was also passed in favor of an attempt to establish County Associations.

Hon. D. M. Camp was elected President; J. S. Spaulding, Cor. Secretary; and Z. K. Pangborn, John Graham, and C. B. Hurlbert, Ex. Committee.

SIXTH ANNUAL MEETING.—At St. Albans, August 21st, 1855. Lectures and Essays by Prof. E. D. Sanborn, on "*Reading;*" by R. C. Benton, Jr., on "*School Government;*" by G. E. Hood, on "*Teaching, we give, and giving, we retain;*" by Prof. G. N. Boardman, on "*Elocution, as a Means of Mental Culture;*" and by Prof. L. S. Rust, on the "*Importance of Vocal Music in Common Schools.*" Discussions following the lectures were conducted by Messrs. G. E. Hood, C. B. Hurlbert, E. B. Smith, N. Bishop, R. C. Benton, Jr., Prof. N. G. Clark, &c. The Committee on a Board of Education reported the subject of school improvement to be thoroughly before the people, and the probability of the adoption of a more satisfactory school system by the succeeding Legislature. Rev. E. B. Smith, D. D., was elected President; Prof. N. G. Clark, Cor. Secretary; J. K. Colby, Rev. J. Steele, and G. E. Hood, Ex. Committee.

SEVENTH ANNUAL MEETING.—At Barre, August 19th, 1856. Lectures were delivered by H. B. Wood, on the "Vermont School Fund," as consisting in the native talent and energy of her children, the influence of grand and beautiful scenery, and the formation and cultivation of character; by Mr. Grant, of Philadelphia, on the "Pennsylvania Schools and School System;" and by Rev. H. P. Cushing, on the "Teacher's Mission." Discussions were held upon Union and Graded Schools; the necessity of an amended School Law; the State Policy in relation to Schools and Schoolbooks; and School Government—participated in by Messrs. J. H. Graham, C. W. Cushing, M. Burbank, J. Brittan, Jr., Rev. C. C. Parker, O. D. Allis, J. Sargent, Blanchard, Camp, Spaulding, and Ranney. Resolutions were adopted in favor of graded schools, and the introduction of Normal Schools and Teachers' Institutes. In view of the facts that since 1852 the Legislature had withdrawn its appropriations from Teachers' Institutes, had refused to appoint a State Superintendent, as required by law, and had resisted all attempts to amend the school laws, it was resolved—

That we will use our utmost exertions to secure the appointment of a State Superintendent of Common Schools, according to the provisions of our statutes.

That our State Legislature has pursued a fatal policy in neglecting the interests of our public schools, and that the most of the money now expended is worse than wasted.

Rev. Calvin Pease, D. D., was elected President; Rev. O. D. Allis, Cor. Secretary; and J. H. Graham, J. S. Spaulding, and J. S. Lee, Ex. Committee.

In November, 1856, an act was passed by the Legislature establishing a Board of Education, with a secretary, upon whom devolved the general duties of school supervision. Teachers' Institutes were required to be held at least once a year in each county, towards the expenses of which a grant of thirty dollars annually was made, and the time spent by the teachers in attendance was to be embraced in their terms of service. In January, 1857, Hon. J. S. Adams entered upon his duties as Secretary of the Board, and a new era commenced in the history of the schools of Vermont.

EIGHTH ANNUAL MEETING.—At Northfield, August 18th, 1857. Lectures by Dr. Calvin Pease, on the "Characteristics of a Good Teacher;" by Prof. A. Cummings, on the "Adaptation of our Institutions to the Wants of the People;" by Rev. C. W. Cushing, on the "Importance of the Cultivation of the Social Principle;" by E. Bourne, L. L. D., on the "Clergy of the Middle Ages;" by Prof. M. H. Buckham, on "The So-called School Reforms;" by Ex-Gov. Slade, on "Moral Education;" and by J. S. Adams, on the "Gen-

eral Interests of Education in the State." Essays were read by E. Conant, on "Academies and Public Schools;" and by E. C. Johnson, on "Graded Schools." Resolutions were adopted recommending the formation of local Teachers Associations; the selection of a series of text-books through the Board of Education, for general use throughout the State; uniformity of requirements in the examination of teachers, to be agreed upon by the town Superintendents in their County Conventions; the graded school system; the moral culture of pupils and the daily reading of the Bible in schools; and the general introduction of Vocal Music into schools. The establishment of an educational journal was made the subject of a report by J. K. Colby, and referred to a Committee, consisting of Prof. N. G. Clark, J. K. Colby, and E. C. Johnson, for their farther action, who should also provide suitable educational matter and secure its publication in the Vermont papers. An attempt was also made to secure statistical information respecting the colleges and higher schools of the State. Rev. Calvin Pease was reëlected President; Rev. S. L. Elliott, Secretary; Rev. A. Hyde, J. S. Spaulding, A. D. Rowe, Rev. C. W. Cushing, and Prof. A. Jackman, Ex. Committee. The attendance at this meeting was unusually full.

NINTH ANNUAL MEETING.—At Bellows Falls, August 16th, 1858. Lectures and essays were delivered by Pres. Pease, on the "Qualifications and Responsibilities of our Common School Teachers;" by Rev. J. S. Lee, on the "Dignity of the Teacher's Profession;" by R. L. Perkins, on "Reading as a Means of Mental Culture;" by J. S. Spaulding, on the "Relations of Common to Higher Schools;" by J. L. Stow, on "Recitation;" by Henry Clark, on "Mental Development;" by Hon. W. Slade, on "Thoroughness in Intellectual Education;" by A. D. Rowe, on the "Teacher out of the School-room;" by Rev. E. W. Hooker, on the "Importance of Music in Common Schools;" and by Prof. G. N. Boardman, on the "True Educational Policy for Vermont." The subject of a school journal was again brought prominently before the Association. Propositions had been received both from Massachusetts and New Hampshire, to unite in sustaining the journals of those States, which propositions were declined. The committee of the previous year reported the publication of various articles in twenty-five different papers of the State, and recommended the continuation of the same course. The committee was continued and a second committee, consisting of A. E. Leavenworth, A. D. Roe, and J. S. Spaulding, was appointed to take measures to commence, if practicable, the publication of a School Journal. The "Vermont School Journal and Family Vis-

itor" was accordingly commenced in the April following, and has been continued till the present.

Resolutions were adopted recommending that academies insist upon definite acquirements as a condition of admission, to be determined by examination. Rev. Dr. Pease was re-elected to the office of President; Rev. J. H. Worcester, Prof. G. W. Boardman, Rev. A. Webster, Ex. Committee.

TENTH ANNUAL MEETING.—At Burlington, August 16th, 1859. Lectures by Rev. W. Child, D. D., upon "*The Education that should be aimed at, and its attainment*"; by Rev. F. T. Russell, on "*Elocution*"; by Prof. H. Orcutt, on the "*Condition of Schools in New York*"; by J. S. Adams, on the "*Educational Interests of Vermont*"; and by Hon. D. Needham, on "*Teaching as a Profession*." An essay was read by L. H. Austin, on the "*Value of Correct Reading in Mental Culture*," which gave rise to an interesting discussion. There were also discussions upon the best methods of teaching English Grammar, and upon the resolution of the previous year in regard to the requirements for admission to the academies. The Committee on the "*School Journal*" reported that its publication had been commenced with favorable prospects. Resolutions were passed, among others, in honor of the memory of Hon. William Slade and Horace Mann. The President was re-elected, and Messrs. J. K. Colby, Rev. R. M. Manly, and Thompson, of Peacham, were elected Ex. Committee. This session was much the largest and in every way the most interesting and successful that had yet been held—some four or five hundred teachers were present.

ELEVENTH ANNUAL MEETING.—At St. Johnsbury, August 14th, 1860. Addresses by Prof. S. W. Boardman, on the "*Dignity and Importance of the Teacher's Work*"; by Rev. J. E. Rankin, on the "*Claims of the Bible to a Place in our Schools*"; by J. S. Adams, on the "*Condition of the Common Schools of the State*"; by Hon. J. S. Morrill, on the "*Culture of Man, and some of its Means*"; and by Prof. N. G. Clark. Discussions were held upon the facilities needed and practicable for improving the qualifications of teachers in the State; and upon the standard of qualifications to be required in those licensed to teach common schools. Resolutions were adopted that male and female teachers of equal qualifications and performing equal services should receive equal compensation; that the Teacher's Institutes which had been held through the State had proved of great beneficial value to teachers and the community, and should be attended by all teachers; that the personal influence likely to be exerted by the teacher ought to be regarded in his selection no less

than ability to teach; expressing confidence in the school system, and appreciation of the labors of the Secretary of the Board, &c. The following officers were elected:—J. K. Colby, *Pres.* Rev. P. H. White, *Vice-Pres.* Rev. S. L. Elliott, *Rec. Sec.* Prof. S. W. Boardman, Prof. N. G. Clark, and Prof. C. B. Smith, *Ex. Com.*, and fourteen Corresponding Secretaries.

**TWELFTH ANNUAL MEETING.**—At Middlebury, August 19th, 1861. Lectures by J. Dana, on “*Arithmetic*;” by Prof. N. G. Clark, on “*Moral Culture*;” by Prof. H. M. Buckham, on the “*English Language in School*;” and by H. Orcutt, on the “*Relation of Common Schools to the Prosperity of a Community*.” Discussions were held upon vocal music in schools; how long young children should be detained in school; and the position of English grammar in a school course. A resolution was adopted that greater attention should be given in the public schools to the elementary studies and less to the higher branches. J. K. Colby was elected President; J. Dana, J. D. Wickham, and E. Conant, Ex. Committee.

The American Institute of Instruction held its annual meeting at Brattleboro on the 21st of August, which was unusually attractive and very fully attended.

**THIRTEENTH ANNUAL MEETING.**—At Windsor, August 19th, 1862. Addresses by Rev. W. Sewall, on “*Moral Culture in Common Schools*;” by C. O. Thompson, on the “*Logical Method of Teaching Arithmetic*;” by Rev. C. E. Ferrin, on “*Classical Studies in their Relation to Common Schools*;” by J. B. Thompson, LL. D., on “*Methods of Teaching Arithmetic*;” by B. F. Bingham, on “*Reading*;” and by Hon. A. P. Hunton, on the “*Importance of the Federal and State Constitutions as a Study in Common Schools*.” Discussions followed the lectures upon Arithmetic and Moral Culture, also upon the study of the Constitution and upon the subject-matter and methods of Geography. Resolutions were adopted recommending the “School Journal” to wider favor; that the study of the Constitution should be introduced into schools, and more specific attention given to the geography and history of the State; that lack of discipline was a radical defect in the schools, and that more care should be taken in keeping the Registers and making the returns required by law. Rev. C. E. Ferrin was elected President; Prof. N. G. Clark, Vice-President; Rev. William Sewall, B. F. Bingham, and D. G. Moore, Ex. Committee.

**FOURTEENTH ANNUAL MEETING.**—At Rutland, January 18th, 1863. Addresses were delivered by Rev. Norman Seaver, on the “*Relation*

of Teachers to our Country;" by Rev. R. S. Howard, on the "Two Ways;" by Prof. M. H. Buckham, on the "Supplementary Work of the Teacher;" by Charles Northend, on the "History of the Progress of Education in America;" by S. B. Colby, on the "True Culture for Americans;" by Hiram Orcutt, on "School Discipline;" by J. N. Camp, on "Music in Schools;" by Gen. J. W. Phelps, on "Meteorology;" and by J. S. Adams, on the "Duties of Parents in connection with Common Schools." Discussions were had upon the proper mode of teaching Grammar; upon the uses of text-books, and upon reading. Rev. Pliny H. White was elected President; B. F. Winslow, Vice-President; and J. S. Spaulding, Eli Ballou, and C. C. Parker, Ex. Committee. This meeting was reported as by far the most successful of the meetings of the Association, and one of the largest and most interesting ever held in the State.

FIFTEENTH ANNUAL MEETING.—At Montpelier, January 18th, 1864. Lectures by E. Conant, upon "Recitation;" by J. J. Lewis, on the "Patriotism of Education;" by Rev. D. Labaree, D. D., on the "Study of the Ancient Classics;" by D. D. Gorham, on the "Method of acquiring a Knowledge of the English Language;" and by Secretary J. S. Adams. Interesting discussions were held upon the advantages arising from a well endowed State Normal School, (subject proposed at the previous meeting;) the proper methods of teaching arithmetic; text-books and their proper use; and the kind of instruction most conducive to patriotism. Resolutions were passed recommending the "School Journal" and approving of its management; and expressing the desire that the hospitalities of the different towns where the Association might meet, should be solicited only for members who shall notify the Executive Committee of their purpose to be in attendance. Rev. P. H. White was re-elected President; Rev. C. C. Parker, Vice-President; J. S. Spaulding, J. S. D. Taylor, and M. H. Buckham, Ex. Committee.

The "School Journal" says:—This meeting afforded reasons for great encouragement to the friends of education in Vermont. The number in attendance, the character of the audience assembled, and the interest manifested, all show that great progress has been made in the last fifteen years. At the beginning of this period, our Association had no existence. And for several years, the attendance was so small that the railroads refused to reduce our fare and the villages where the meetings had been held hardly knew the fact. Now, so great has been the change that the question is seriously agitated, whether it is not a serious imposition to ask free entertainment for all our members. And who came to attend these meetings? Presidents and professors from our colleges, principals from our seminaries, academies, and high schools, and teachers from every department of instruction, public and private. Add to these the representatives of the learned professions, (especially the clergymen, who have always occupied a prominent position among the friends of education,) and citizens from every department of life, and we have an assem-

bly as large, intelligent, and influential as can be gathered in the State *for any other purpose.*"

SIXTEENTH ANNUAL MEETING.—At St. Albans, January 11th, 1865. Lectures by Rev. J. W. Hough, on "*Physical Culture;*" by Prof. B. Kellogg, on a "*Comparison of English and American Literature;*" by D. G. Moore, on "*Object Teaching;*" by Rev. G. Newman, D. D., on the "*Good School;*" by Hon. J. S. Adams, on the "*Condition and Progress of Education in Vermont;*" and by Rev. J. D. Wickham, on the "*Method of Teaching Latin.*" Discussions were held upon school discipline; the most desirable amount and division of school hours; teachers' employment of time for self-improvement; and English composition. Resolutions were adopted upon the importance of physical culture and the expediency and desirableness of its introduction into all public schools; and approving the action of the previous Legislature, requiring the entire expense of the public schools to be borne on the Grand List—an object which had been sought by the friends of education for nearly twenty years. The following officers were elected:—Rev. J. Newman, D. D., *Pres.* Gen. J. W. Phelps, *Vice-Pres.* D. G. Moore, *Sec.* E. Conant, *Treas.* Prof. M. H. Buckham, S. E. Quimby, and B. F. Bingham, *Ez. Com.*, and fourteen Corresponding Secretaries.

## PRESIDENTS OF THE VERMONT STATE TEACHERS' ASSOCIATION.

---

### HIRAM ORCUTT.

HIRAM ORCUTT, one of the originators of the Vermont Teachers' Association and a prominent schoolman of that State, was born at Acworth, N. H., February 3d, 1815. Though all the influences that surrounded him, direct and indirect, were opposed to it, and though for the first eighteen years of his life he enjoyed no advantages for study except such as were afforded by a poor district-school for three months of the year, while his opportunities for reading were confined to the old "American Reader," the Bible, and an inferior weekly newspaper, yet he early determined upon a course of liberal studies. He resorted to teaching to defray his expenses, and assumed the charge of his first school after having attended Chester (Vt.) Academy for one term. He afterwards attended Meriden (N. H.) Academy, and Phillips Academy at Andover, Mass., for two years, when he entered Dartmouth College in 1838, graduating in 1842. In the meantime he had taught in Rockingham, Vt., at Wellfleet on Cape Cod for five winters in succession, and afterwards at Barre, Vt., and Andover, Mass., making in all nine terms in district-schools, for a compensation varying from eleven to thirty dollars a-month, and board. He also taught "high schools" for three terms while in college. There was thus developed a love for the business and an estimate of its importance which determined his choice of a profession.

For nearly a year after graduation Mr. Orcutt taught at Hebron, N. H., as principal of the Hebron Academy. For the twelve years following he had charge of the Thetford (Vt.) Academy, and in 1855 was elected principal of a Ladies' Seminary which had been newly established at North Granville, N. Y., and which soon attained to a most flourishing condition. In 1860 he opened the Glenwood Ladies' Seminary at West Brattleboro, Vt., as a private enterprise, taking with him his full board of experienced teachers, who had all been educated and trained under his own care. The school was filled to its utmost capacity during the first week and has continued to have an average attendance of 120 pupils, from many different States. In August, 1864, he was elected principal of the Tilden Female Seminary, at West Lebanon, N. H., while still retaining his position at Glenwood, and now has under his charge both institutions with all their financial and educational interests. About 220 young ladies have graduated from these Seminaries during the last ten years, among whom many who would otherwise have been unable to acquire an education, have been aided and encouraged by Mr. Orcutt through a full course of study, have been secured situations as teachers, and have taken important positions in life.

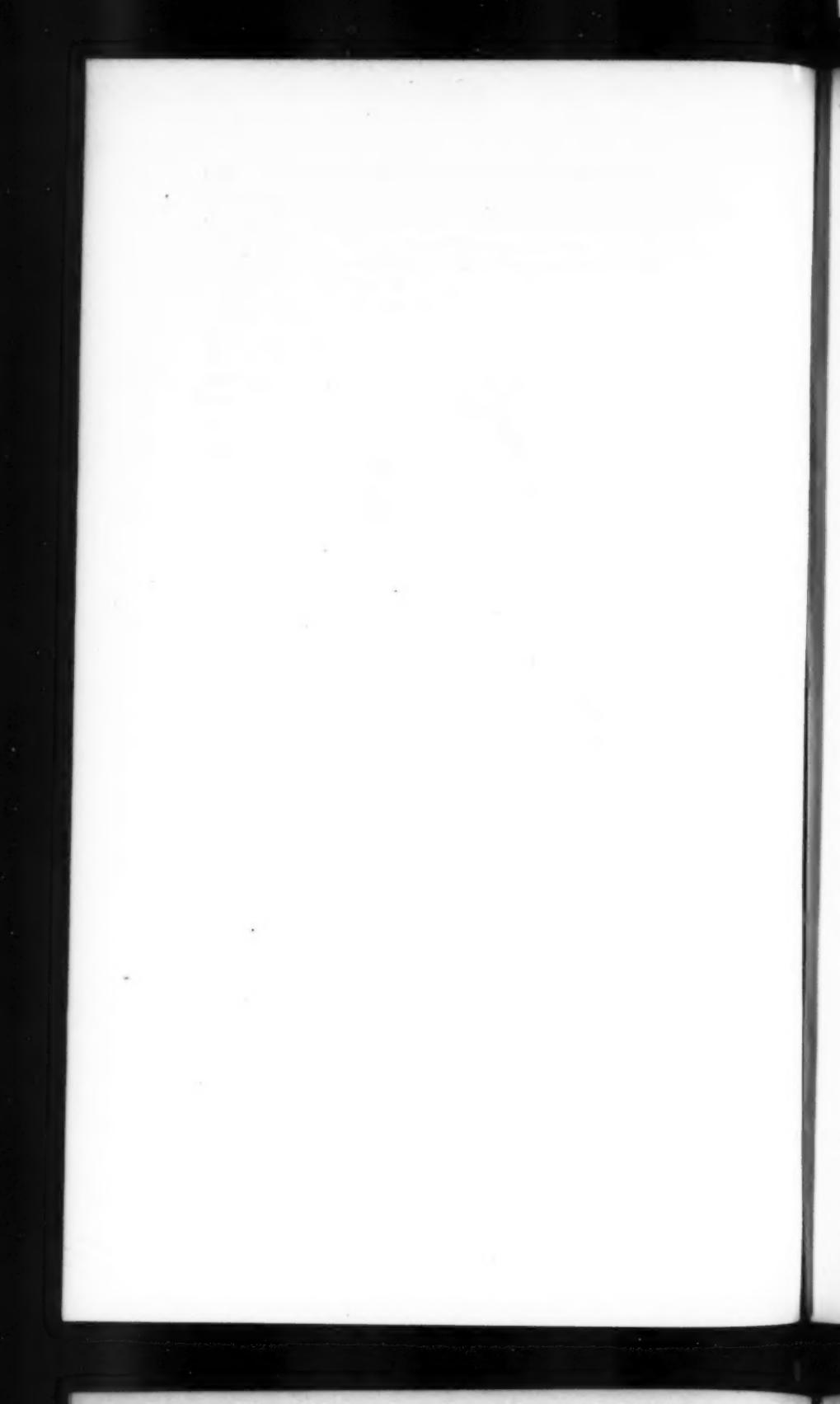
Mr. Orcutt, an approved and successful teacher, has thus received no professional training except in the school-room and in connection with practical teaching. His best schoolmaster has been *poverty*, and to the *necessities* of early life







Hiram Orcutt.



and the resultant habits of industry, economy, and perseverance, is due much of the success that has attended him. He has, moreover, always been active in sustaining Teachers' Institutes and educational conventions and associations. He was one of the few who organized the State Teachers' Association and has delivered several lectures at its annual meetings. He has for two years been superintendent of the public schools of Brattleboro, Vt., and has been, since 1861, editor and proprietor of the "Vermont School Journal." His "*Hints to Teachers, Parents, and Pupils; or Gleanings from School-life Experience,*" has passed through several editions. In connection with Mr. T. Rickard he has also published a "*Class-Book of Prose and Poetry,*" of the several editions of which some 75,000 copies have been sold.

#### WORTHINGTON SMITH, D. D.

REV. WORTHINGTON SMITH, D. D., the first President of the Vermont State Teachers' Association, was born in Hadley, Mass., October 11, 1795—was fitted for college at the Hadley Grammar School and with his brother at Genoa, New York—graduated at Williams College in 1816—studied theology at the Andover Seminary—licensed to preach June, 1819, and was ordained pastor of a Congregational church at St. Albans, Vt., June 4, 1823, where he remained twenty-seven years.

Dr. Smith was for one year (1820) principal of the Hopkins' Grammar School in Hadley, and from 1849 to his death in 1856 President of the University of Vermont, in which position he gave instruction in Practical Economy, Jurisprudence and Government, Moral Science and Evidences of Religion. As a teacher he was laborious and thorough in his own preparation for the classroom, and his method of teaching combined oral exposition and individual questioning on the text-book.

He took an active interest in local and State educational movements. He was President of the Trustees of Franklin County Grammar School—in 1846 County Superintendent of Common schools, and for several years President of the State Teachers' Association, and a frequent participant in the exercises, giving great importance to the conservative features in systems and the moral element in instruction, and was always listened to with great attention.

#### CALVIN PEASE, D. D.

CALVIN PEASE, D. D., was born in Canaan, Conn., August 12, 1813. His father, Salmon Pease, removed to Charlotte, Vermont, in November, 1826. Here he was occupied on his father's farm until the spring of 1832, when he entered Hinesburg Academy to fit for college, having up to that time attended only the common school of the district, and improved the advantages of reading thoroughly the few good books which the scanty home library afforded. In September, 1833, he entered the University of Vermont, and graduated in 1838, having been absent one year in teaching, but maintaining at all times in his class the front rank for thoroughness and extent of scholarship. He commenced teaching in a district-school when he was sixteen years of age, and continued to teach in the same class of schools frequently, during the winter terms, until he became principal in the Academy at Montpelier, Vt. In 1842 he was elected to the professorship of the Greek and Latin Languages in his Alma Mater. In this position he continued until Dec., 1855, when he was chosen to succeed Dr. Worthington Smith as President of the institution. He was inaugurated at

Commencement in 1856, and received a few weeks after the degree of Doctor of Divinity from Middlebury College. The onerous duties of this office he discharged faithfully until Nov., 1861, when in consideration of his own health and of a larger income, he accepted a call to the pastorate of the First Presbyterian Church of Rochester, New York. After two years of a most successful ministry he died at Burlington, Vt., when on a visit to his brother-in-law, September 17, 1863.

In October, 1856, the Legislature of Vermont created a Board of Education for the State supervision of the system of common schools. Of this Board Dr. Pease was made a member and for four years gave direction and efficiency to its measures. Its Secretary, J. S. Adams, in a communication published in the elegant and appropriate *In Memoriam* volume printed by his brother, Thomas H. Pease, New Haven, thus speaks of his connection with the Board:—"When I first met with the Board," [to which he had been appointed Secretary, and accepted, mainly from the urgency of Dr. Pease,] "the members seemed to be at a loss how to begin the work of gathering up the broken threads, and bringing into effective shape the school system of the State, and in fact devolved upon him the whole direction of practical matters. We together planned every thing for the first year or two; and the confidence of the Board in his capacity and judgment was implicit. The only difference of opinion arose from his habit of taking a larger view of all educational matters than any other member, and from his entire want of that sort of fear that deters men from doing what they admit to be right from a desire to consult the dictates of expediency. \* \* The State of Vermont owes Calvin Pease a heavy debt of gratitude for the wisdom and boldness, mingled with tact and shrewdness, with which he threw himself, at exactly the right time, into the field of educational labor in the cause of common schools." In the fall of 1856, he was elected President of the State Teachers' Association, and took an active part in its proceedings from year to year—giving to the teachers of common schools the heartiest sympathy and effective coöperation. Dr. Pease's published writings of an educational character are—"Import and Value of Popular Lecturing of the Day," in 1842; "*Classical Studies*," contributed to the *Bibliotheca Sacra*, July, 1852; the "*Idea of the New England College and its Power of Culture*," 1856; Address to the Graduating Class of the Medical Department in 1856, and the Baccalaureate Sermons in 1856-7-8-9 and 1860. For a full estimate of Dr. Pease's Life, Character, and Services, see the Discourse of Dr. Shedd, and the Remarks of Prof. Torrey, in the memorial volume, printed by his brother, Thomas H. Pease, New Haven, 1865.

#### IV. MICHIGAN STATE TEACHERS' ASSOCIATION.

---

##### PRELIMINARY HISTORY.

THE first Educational Convention in the State of Michigan was gathered at Detroit, January 3d, 1838, mainly through the influence of Hon. John D. Pierce, the State Superintendent of Public Instruction. It continued in session three days, during which several lectures were delivered and discussions held upon general educational topics. A Society was at the same time organized under the name of the *Michigan Literary Institute*, whose first annual meeting was appointed to be held at Detroit, July 4th, of the same year, but nothing more is heard of it. In 1839 "County Common School Associations" were formed in Calhoun, Branch, St. Joseph, and other counties, which however effected little.

Under the administration of Hon. Ira Mayhew, Superintendent, numerous County Teachers' Associations and Educational Societies were formed in 1845 and 1846, of which that of Lenawee county was the earliest. The first Teachers' Institute was held by the Jackson County Teachers' Association in October, 1846. Township and even District Educational Societies, auxiliary to the County Societies, were at the same time formed, and finally at a Convention of delegates from the County Societies, held at Ann Arbor, June 23d, 1847, the *Michigan State Educational Society* was organized as auxiliary to the "North-Western Educational Society," which had been previously formed at Chicago in October, 1846, and was intended to unite and advance the common educational interests of all the Western States, but was sustained only two or three years. The State Convention was addressed by Gen. Casa, Gov. Felch, Hon. Ira Mayhew, E. C. Seaman, and others, and after the adoption of a Constitution, the following officers were elected:—Dr. J. G. Cornell, *President*; Ira Mayhew and M. M. Baldwin, *Secretaries*; Rev. G. L. Foster and Rev. J. A. B. Stone, *Executive Committee*. Two annual meetings were afterwards held, at Jackson, in January, 1848, and at Lansing, in 1849. In the spring of 1849, Teachers' Institutes were held by Mr. Mayhew, as-

sisted by a board of instructors, at Jonesville, Ann Arbor, and Pontiac.

The State Normal School was established by act of the Legislature of 1849, was located at Ypsilanti in 1850, and the school building was formally dedicated Oct. 5th, 1852. Mr. A. S. Welch was appointed its Principal. The opening of the institution for the reception of pupils was preceded by the holding of a Teachers' Institute, immediately after the dedication, which was attended by two hundred and fifty teachers of the State. Besides the usual exercises in instruction, evening lectures were delivered by Prof. Charles Davies, on the "*Responsibility of Teachers;*" by A. S. Welch, on "*Physical Science;*" by Rev. H. N. Strong, on "*Female Education;*" by D. B. Duffield, on the "*Teacher's Mission;*" by E. C. Walker, on "*Natural Science;*" by George Davis, on "*Music;*" by F. W. Shearman, on the "*Relation of the Normal School to Teachers;*" and by Hon. C. D. Swan, on the "*Teacher's Duties.*"

#### ORGANIZATION AND PROCEEDINGS OF THE STATE TEACHERS' ASSOCIATION.

At the suggestion and mainly through the efforts of Mr. Welch, the STATE TEACHERS' ASSOCIATION was organized during the session of the Institute at Ypsilanti, on the 12th of October, 1852, by the election of the following officers:—A. S. Welch, *Pres.* H. B. Thayer and Miss A. C. Rogers, *Vice-Pres.* John Horner and J. M. B. Sill, *Sec.* Henry Cheever, *Treas.* Committees were appointed to draft a constitution to be reported at the next meeting, to procure lecturers and to report upon designated subjects of educational interest.

SECOND ANNUAL MEETING.—At Ypsilanti, March 29th, 1853. This meeting was held in connection with the State Institute, a part of each day and evening being given to it. A constitution was adopted and the following officers elected:—A. S. Welch, *Pres.* J. Estabrook, M. S. Hawley, J. G. Sutherland, Mr. Ballard, T. H. Eaton, J. A. B. Stone, B. G. Stout, and J. F. Nichols, *Vice-Pres.* J. Horner and J. B. Sill, *Sec.* J. W. Stark, *Treas.* W. P. Clark, O. Jackson, Miss A. C. Rogers, and Miss S. Hunt, *Ex. Com.* Addresses were delivered by Hon. J. E. Crary, A. S. Welch, Rev. F. O. Marsh, Rev. F. T. Gardiner, Rev. W. Curtis, D. B. Green, Rev. M. S. Hawley, and U. T. Howe. Reports were made by Prof. Welch, on "*Teaching English Grammar;*" by J. E. Battman, on "*Reading and Spelling;*" by Miss J. A. Bacon, on "*Elementary Reading;*" and by Miss Loomis, on the "*Wages of Female Teachers.*" Discussions were also held on methods of teaching

reading and elocution, spelling, and English grammar, and on school government, and the wages of teachers.

A Semi-Annual Meeting was held at Kalamazoo, Sept. 29th, 1853—continuing in session five days in connection with the Institute. Addresses were delivered by Dr. L. M. Cutcheon, Prof. E. O. Haven, Prof. A. S. Welch, J. A. B. Stone, Prof. Foster, and U. T. Howe. The main feature of the session was the establishment of the "Michigan Journal of Education" as the organ of the Association, under the editorship of Prof. Haven, Prof. Welch, and J. M. Gregory.

THIRD ANNUAL MEETING.—At Detroit, April 18th, 19th, and 20th, 1854. J. M. Gregory was elected President. An address was delivered by Hon. Horace Mann, on "*Teachers' Motives*;" and reports were presented by A. L. Bingham, on "*Penmanship*;" by J. F. Cary, on "*Professional Spirit among Teachers*," by E. O. Haven, on "*The Study of Languages*;" by Prof. Estabrook, on the "*Studies to be pursued in Common Schools*;" by Prof. Bartlett, on "*School Discipline*;" by L. J. Marcy, on "*Vocal Music*," by C. A. Leach, on "*Religious Education in Schools*," by J. F. Cary, on the "*Journal of Education*;" by Miss A. C. Rogers, on "*Teachers and Teaching*," and by Prof. Fisk, on "*Teaching as a Profession*." These reports were followed by discussions, which were earnest and practical. The attendance was large, including many prominent teachers who had never before been present and who became henceforth active members.

The Semi-Annual Meeting was held at Marshall, August 15th, 1854. Lectures by Dr. J. A. B. Stone, on "*The Art of becoming Great*;" and by Levi Bishop, on "*The Four Cardinal Virtues of Teachers*." A warm and protracted discussion was held on the subject of Religious Instruction in Common Schools, Prof. Haven and Prof. Welch having presented counter reports. Discussions were also held upon the subjects of Reading and Rhetoric, and Moral Philosophy in schools.

During this year a number of auxiliary associations were organized through the exertions of the President.

FOURTH ANNUAL MEETING.—At Ann Arbor, April 22d to 24th, 1855. Lectures by Prof. D. Putnam; and by J. M. Gregory, on "*The Relation of the Teacher to the Age*." Reports were made upon the study of the English classics; Union Schools; school supervision; and the study of the classics preparatory to college. Discussions followed the reports and a debate of more than usual interest was excited by a paper, presented by Prof. Putnam, upon the co-

education of the sexes. The decision was strongly in favor of mixed schools. Some steps were also taken towards the formation of a Natural History Society under the Association, in response to an able report by Prof. Winchell upon the pursuit of the natural sciences. Prof. Winchell was appointed Curator of the proposed cabinet. On election of officers Prof. J. Estabrook was chosen President, and Rev. A. B. Dunlap and Prof. A. Winchell, Secretaries. The meeting was largely attended.

The Semi-Annual Meeting was held at Jackson, Dec. 26th, 1855. The attendance was unusually small, owing to the severity of the weather. Reports were made by Prof. Welch on the study of English classics in schools, and by J. M. Gregory, advocating a system of County Superintendents, in which, after an able discussion, the members generally concurred. The subject was recommitted.

FIFTH ANNUAL MEETING.—At Ypsilanti, August 18th to 20th, 1856. Addresses by Prof. Travis, of Delaware, and by Prof. J. R. Boise, on "*Athenian and American Sophists*." Reports on the Cultivation of the Sensibilities, by Prof. Young, and on the Study of Natural History, by Prof. Winchell, were followed by interesting discussions. J. M. Gregory also presented an elaborate report in favor of a County Superintendency, and the study of the English classics was again introduced by Prof. Welch. An oral report by Prof. Haven on the subject of primary teaching gave rise to an earnest debate. Rev. J. A. B. Stone, D. D., was elected President, and G. K. Newcombe and B. B. Northrop, Secretaries.

The Semi-Annual Meeting was held at Battle Creek, Dec. 24th, 1856. Lectures from Prof. D. P. Mayhew, on "*Arctic Discoveries*," and an essay by Mrs. L. H. Stone, on the "*Study of English Literature*." Much of the time was spent in the discussion of subjects proposed to be submitted for the action of the Legislature at its next session. Among these was a bill providing for the erection of the office of County Superintendent of Schools, a resolution urging the appropriation of a portion of the Swamp Land Fund to the purposes of higher education, and the appointment of a committee to secure the patronage of the Legislature to the "School Journal." The necessary measures were also completed, in accordance with the statutes of the State, for securing to the Association the rights of incorporation.

SIXTH ANNUAL MEETING.—At Adrian, August 18th to 20th, 1857. Addresses were delivered by President Mayhew, of Jackson, on "*Education*;" and by Dr. J. A. B. Stone. Reports were presented by the Executive Committee, on the condition and affairs of

the Association; by Prof. E. J. Boyd, on "*The Influence of a Cultivated Taste on Female Character;*" by Prof. F. Hubbard, on "*Township School-Districts;*" by E. W. Cheesebro, on "*Geography;*" by J. M. Gregory, on "*Primary Education;*" by Ira Mayhew, on "*Moral Education;*" and by Prof. W. Travis, on "*Teaching the Eye.*" A discussion was also held upon the subject of school libraries. Franklin Hubbard, of Adrian, was elected President; U. T. Lawton and J. F. Cary, Secretaries. Arrangements were made for educational mass meetings, of which two were held during the autumn, at Tecumseh and Howell.

The Semi-Annual Meeting was held at Ann Arbor, December 29th and 30th, 1857. Addresses were delivered by Rev. L. D. Chapin and by Prof. A. Winchell. Discussions followed the presentation of papers by Prof. E. L. Ripley, on "*School Libraries;*" by Miss M. H. Cutcheon, on "*The Educator;*" by Prof. O. Hosford, on "*The Moral Aims of Education;*" and by Prof. D. Putnam, on "*The Composition of the English Language.*" The introduction of Natural History into the college course of studies was made the subject of a series of resolutions by Prof. Winchell, and reports were received from a number of County Associations. One of the most prominent features of the session was a discussion of the affairs of the "*School Journal.*"

SEVENTH ANNUAL MEETING.—At Miles, August 17th and 18th, 1858. Addresses by Rev. Dr. Dempster and F. Hubbard. The report of the Executive Committee spoke encouragingly of the educational progress of the State, and its suggestions in reference to the State Historical Society, and to the practicability of a greater uniformity of text-books, received especial attention from the Association. The subject of "*Free Schools,*" having been presented in a paper read by F. W. Munson, was warmly discussed, and a resolution was finally adopted favoring the abolition of the "rate bill" system in common schools. An interesting essay was read by Mrs. L. H. Stone, on "*The Relation of the Sexes in Education.*" Prof. A. Winchell was elected President; J. T. Reade and J. F. Carey, Secretaries. Fourteen County Associations were reported as having been already organized, with numerous auxiliary township societies.

The Semi-Annual Meeting was held at Jackson, December 27th to 29th, 1858. Very much of the time was given to a discussion upon the subject of text-books, which was finally referred to a committee. Rev. J. M. Gregory delivered a lecture on "*Education, the Work of a Lifetime;*" and papers were read by L. E. Holden, on "*Oriental Education;*" by U. W. Lawton, on a "*Course of Study*

for Union Schools;" and by Miss Swartwout, on "The World Learned, but Uneducated;" most of which were made the subject of debate. District instead of Township Libraries were recommended.

EIGHTH ANNUAL MEETING.—At Pontiac, Aug. 16th to 18th, 1859. Addresses by Prof. H. S. Frieze, on "Practicalism;" Rev. Dr. E. O. Haven, of Boston, on "The Position and Duties of the American Teacher;" and by Prof. A. Winchell, on "What makes a Successful Teacher." Essays were read by Prof. J. Richards, on "The best Preparatory System in the Classics;" by Prof. D. D. Briggs, on "The Study of Latin and Greek;" and by Prof. L. R. Fisk, on "Instruction in the Philosophy of Things." The points presented in the papers were discussed by Messrs. Gregory, Boyd, Fay, Poor, Richards, Brooks, Holden, Carey, Haven, Baker, Kenyon, Fisk, Vincent, Briggs, Ripley, Mahon, Munson, Stebbins, Van Valkenburgh, Botsford, Hogarth, and others. Most interesting discussions were carried on by many of the same speakers on the two subjects proposed by the Executive Board, viz.: "The Library System of the State," and "The Propriety of Moral and Religious Instruction in Schools."

The principal business transacted by the Association was, 1. The establishment of four Standing Committees, viz.: On Reforms in the School Laws, on the Merits of New Text-books, on Courses of Study, and on the Journal of Education; to report annually. 2. The abolition of the semi-annual session. 3. Provision for the publication of the "Transactions." 4. Transference of the publication of the "Journal" to the Executive Board, with instructions. Prof. E. J. Boyd, of Monroe, was elected President.

NINTH ANNUAL MEETING.—At Ypsilanti, August 21st to 24th, 1860. Addresses by Rev. William Hogarth, D. D., on "The Use of the Affections as a Mental Stimulus;" by Prof. A. S. Welch, on "The Natural System of Instruction;" and by Dr. Thomas Hill, on "The true Order of Studies." Papers were read by J. J. Sadler, on "County Educational Societies;" by Silas Betts, on "The Essential Conditions of Successful Primary Teaching," by Prof. J. F. Carey, on "Courses of Study;" by Miss A. C. Rogers, on "The Duties and Responsibilities of Educated Women;" by E. Danforth, on "Elementary Instruction;" and by Edward Olney, on "An Elementary Mathematical Course." Reports were also received from the Executive Board; from Superintendent J. M. Gregory, on "Reformers in School Laws;" and from Prof. T. C. Abbott, on "Text-books." Many of these subjects were made ground for discussion and a special debate arose upon the question of "Prizes in Schools."

The following officers were elected:—E. L. Ripley, *Pres.* G. H. Botsford, J. J. Sadler, L. J. Marcy, T. C. Abbott, E. Olney, D. J. Poor, W. Travis, E. Danforth, H. Bross, H. H. Pierce, and J. G. Everett, *Vice-Pres.* J. Richards, *Rec. Sec.* D. Putnam, *Cor. Sec.* D. M. B. Sill, *Treas.* O. Hosford and A. S. Welch, *Ex. Com.*

**TENTH ANNUAL MEETING.**—At Kalamazoo, Aug. 21st, 1861. Lectures were delivered by Prof. E. L. Ripley; by President E. B. Fairfield, on "*Radicalism vs. Conservatism*"; by President H. P. Tappan, on "*Duties to the Country*"; by J. M. Gregory, on "*School Government*"; by Prof. W. H. Wells, Prof. A. S. Welch, and Prof. E. L. Ripley. Essays were read by Prof. Boies, on the "*Method of Studying Foreign Languages*"; by Miss Hoppin, on "*Scholar-making*"; by Prof. Olney, on "*Methods of Geography*"; by Prof. Halbert, on "*Physical Education*"; and by Prof. Welch, on "*Geography as an Early Study*." Reports by Prof. D. M. B. Sill, on *Grammar*; by Prof. Payne, on *Reading*; by Prof. Ripley, on the *Use of Diagrams*; by Prof. O. Hosford, on the *Lecture System*; and on "*Colleges and Schools*." The proceedings terminated with a discussion upon the "*Duty of the Teacher to his Country*." D. M. B. Sill was elected President.

**ELEVENTH ANNUAL MEETING.**—1862. The meetings of the Association during the years of the war were much affected by the disturbances incident to it. Proposed arrangements for the exercises could not always be carried out, the attendance was not always by any means full, the secretaries failed in some cases to preserve full and accurate records, and hence the reports are in a measure imperfect. At this meeting John Goodison read an excellent paper upon "*Geography*," and Mr. Sadler, upon "*Grammar*." President Fairfield read "*A Journey to Utopia*," wherein he described schools as they ought to be. Prof. Welch gave a lecture on "*Object Lessons*," and a drill upon "*Color*." Hon. N. Bateman, of Illinois, gave a patriotic lecture, and also a discourse upon "*School Management*." E. B. Fairfield was elected President.

**TWELFTH ANNUAL MEETING.**—At Marshall, 1863. Lectures were delivered by Rev. Mr. Rogers, on the "*Prince of Orange*"; by J. M. Gregory, on "*Grades in Education*"; and by Dr. Stone, of Kalamazoo. A poem was read by J. M. Barker, of Lockport, N. Y.; the remainder of the exercises were principally impromptu discussions. Prof. O. Hosford was elected President, and Merritt Moore, Secretary.

**THIRTEENTH ANNUAL MEETING.**—At Ann Arbor, 1864. (*No Report.*)

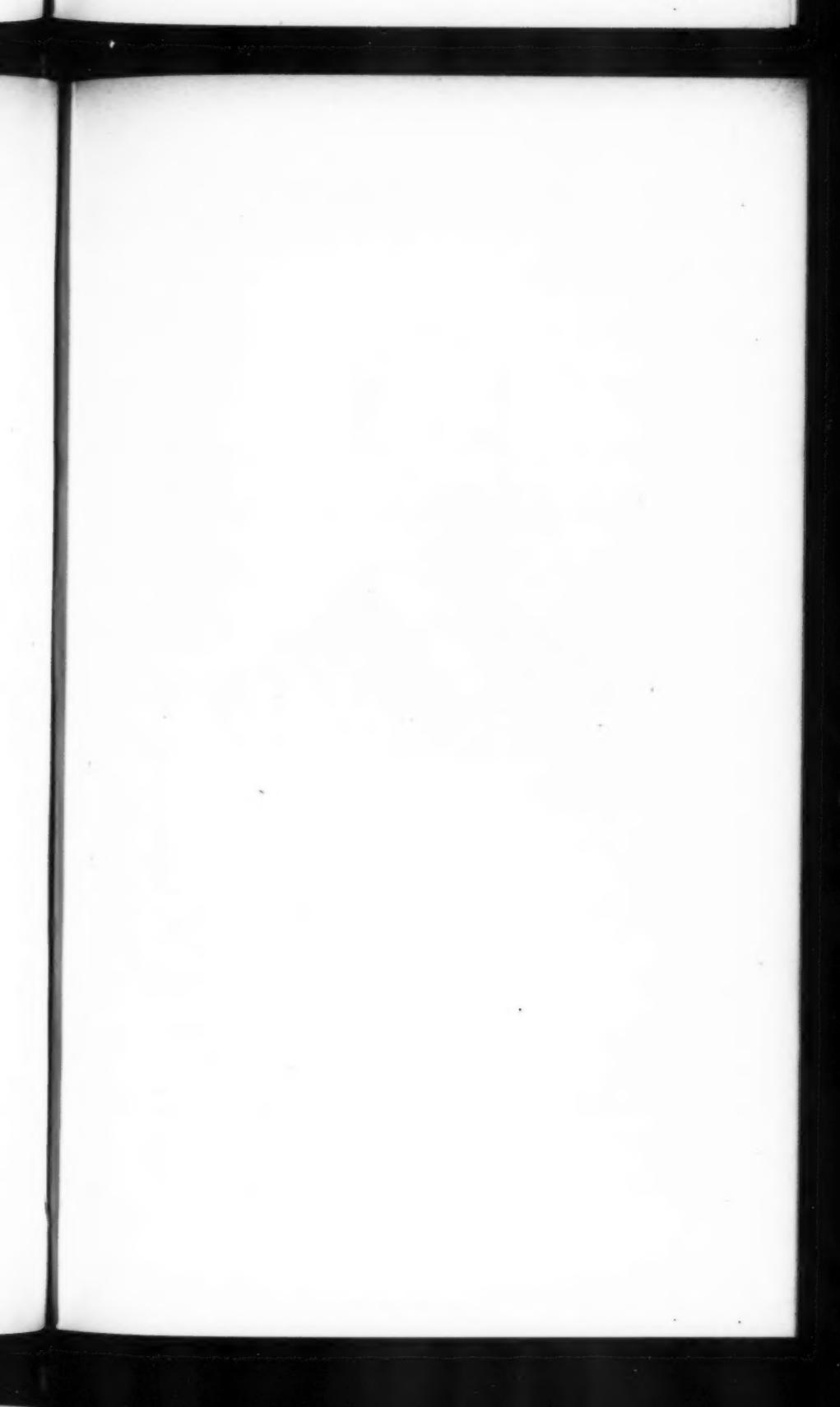
## MICHIGAN EDUCATIONAL BIOGRAPHY.

---

### JOHN D. PIERCE.

JOHN D. PIERCE was born at Chester, New Hampshire, Feb. 18th, 1797, but early losing his father, was brought up in the family of his grandfather in Paxton, Mass. When twenty years of age, he went to work upon a farm for six months for \$100, and having soon after united with the church, was prompted at the close of his time to prepare himself for college. He had his wages and \$100 that had been bequeathed to him, had previously attended the district schools but about two months in the year, and had never seen a Latin grammar. On the 15th of December he walked fifteen miles through the rain to Ward, Mass., and there took his first lesson. The next September he entered Brown University, from which he graduated among the foremost of his class. Three months of each college year had been spent in teaching and after graduation he took charge of the academy at Wrentham until the following spring, when he entered the Theological Seminary at Princeton. The next year he returned to Providence, completed his course of study under Prof. Park of the University, and in 1825 was settled as pastor in Sangerfield, N. Y. While here he frequently had students under his care and in 1830 he was for a short time at the head of an academy in Goshen, Conn., but removed the same year to Michigan and settled at Marshall. It was mainly in accordance with his previous suggestions to Gen. Crary, who was Chairman of the Committee on Education in the Convention that framed the State Government in 1835, that the article in the Constitution respecting education was framed and provision made for a Superintendent of Public Instruction. In the following year he was himself appointed to the position, and among his duties was designated the preparation of a plan for primary schools, for a university, and for the disposition of the school and university lands. He visited New England, New York, and New Jersey, for the purpose of gaining information, and the plans proposed by him in his report of the 1st of January, 1837, were for the most part approved and adopted. The main principles urged by him in carrying out the system were, that the property of the State should be helden for the education of every child; that the public schools should be made superior to all others, and that they should be free to all.

In this office Mr. Pierce labored most efficiently for five years, in every part of the State and by all the means at his command. He published and edited the "Journal of Education" for two years while Superintendent, and delivered many addresses on education in conventions and public assemblies. In the Legislature, to which he has twice been elected, and in the Constitutional Convention of 1850, he was active in behalf of education and made frequent speeches and reports, and indeed to no one is Michigan more indebted than to





Engraved by Geo E. Perine & CO.

*Ira Mayhew*

ENGRAVED EXPRESSLY FOR BARNARD'S AMERICAN JOURNAL OF EDUCATION





Mr. Pierce, for her wise and liberal school system, and for the public sentiment that founded and has sustained it.

IRA MAYHEW, A. M.

IRA MAYHEW was born in the year 1814, in Ellisburgh, Jefferson county, N. Y. After having attended the usual district-schools till the age of fourteen, he continued his studies for four years at the Union Academy in the neighboring village of Belleville, under Prof. Charles Avery, paying especial attention to the mathematics, in addition to Greek, Latin, and French. In the fall of 1832 he commenced teaching in his home district, applying himself with all his energies to his new calling, and giving an unusual degree of satisfaction. After teaching district-schools for the greater part of four years, he, in 1837, became principal of the Adams Seminary until appointed Superintendent of Common Schools for Jefferson county in 1841, an office then recently created by the State Legislature. He now devoted himself with remarkable success to the improvement of the schools throughout his county, and his thorough report of their condition was published in the documents of the State Superintendent, occupying nearly forty pages.

In the fall of 1843 Mr. Mayhew removed to Michigan where he was soon appointed principal of the Monroe Branch of the State University. Two years afterwards he was elected by the Legislature Superintendent of Public Instruction for two years, to which office he was reelected in 1847. He applied himself to the duties of this office with the same zealous diligence and success that characterized him in previous positions. Every part of the State was visited, meetings held, lectures delivered, Teachers' Associations and Institutes formed, and a State Educational Society organized. His reports to the Legislature urged especially upon the State the establishment of Teachers' Institutes and the support of an educational journal. In January, 1849, he delivered by invitation a series of lectures upon education in the State Capitol, which, at the request of the Legislature, were afterwards published by him under the title of "*Means and Ends of Universal Education*," as a volume of the School Teachers' Library. In 1851 he published a "*Practical System of Book-Keeping*," which passed through sixty editions in ten years, and of which a thoroughly revised edition was issued in 1860.

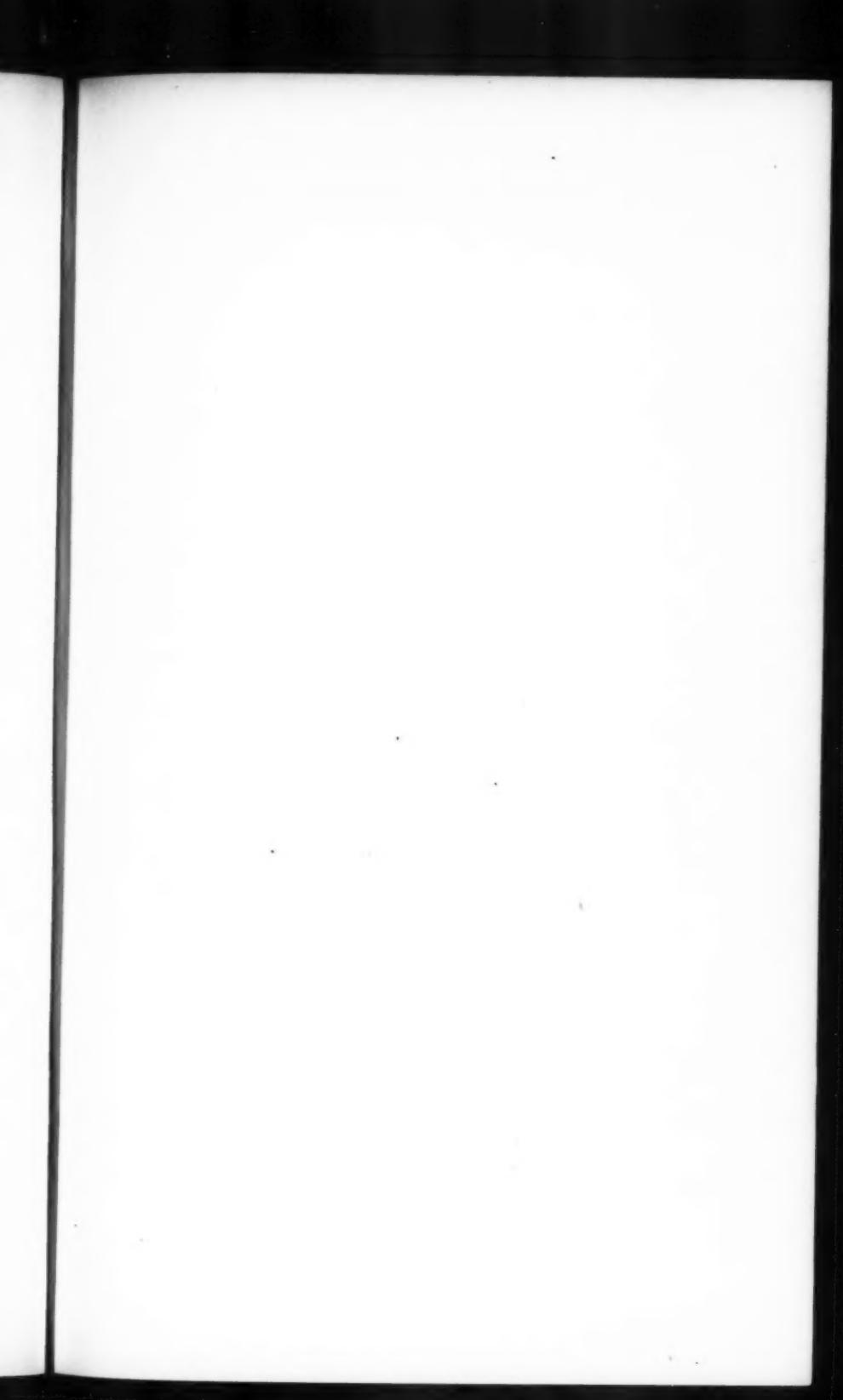
In 1853 Mr. Mayhew was elected President of the Albion Seminary and College, and the next year was made again Superintendent of Public Instruction for two years, to which office he was reelected in 1856 by a large popular majority, for a fourth term. Besides his annual reports, and the performance of the multitudinous other duties of the office, he prepared a volume upon the "*School Funds and School Laws, with Notes and Forms*," for distribution among the school officers of the State. In 1860 he established the Albion Commercial College, with both a "Theory" and an "Actual Business Department," for the better training of boys in the forms and methods of commercial life. In 1862 he accepted the office of United States Collector of Internal Revenue for the 3d district of Michigan, still giving a portion of his time to the supervision of his favorite enterprise, but has recently (1865) retired from the collectorship and is again devoting his undivided attention to the Commercial College. In 1848 Mr. Mayhew received the honorary degree of Master of Arts from the Wesleyan University at Middletown, Ct.

## A. S. WELCH.

A. S. WELCH was born April 12th, 1821, in the town of Chatham, Conn. At the age of eighteen, with such an education as the district-schools afforded, he removed to Michigan and in 1839 opened a private English school at Romeo, devoting his leisure to study preparatory to college. After teaching the next winter in a district-school at Ray, he returned to Romeo and had charge of the mathematical department of a branch of the State University, continuing his studies under the able instruction of Prof. Rufus Nutting. In 1842 he entered the Sophomore class of the University and in the following spring was made principal of the preparatory department, still maintaining his connection with his class. He continued his studies and the principalship for a year after his graduation in 1845 and then commenced the study of law, but finding it unsuited to his tastes he, in 1847, accepted the charge of the Fayette Union School at Jonesville. This was the first graded school of Michigan and had met with much opposition and doubt of its success. But all obstacles were speedily overcome, a thorough system of discipline was established, classes in the higher English branches and in Latin and Greek were organized, and the school attained a high reputation for its discipline and scholarship. But worn down by the labors incident to the position and the previous years of exhausting toil, Mr. Welch was forced to resign in the spring of 1849, and spent the two following years in traveling through the regions west of the Rocky Mountains, during which time he acquired a thorough knowledge of the Spanish language.

Upon his return he resumed his former position in the Fayette school, but in the autumn of 1852 was appointed principal of the newly established State Normal School at Ypsilanti. After the dedication of the building in October, a large Teachers' Institute was organized under his charge and continued for three weeks, in connection with which and through his influence the State Teachers' Association was also formed. Under the management of Mr. Welch, having the full confidence of the Board of Education, untrammeled by special regulations, and aided by a small but efficient corps of teachers, the Institution, opened in March, 1853, became prosperous and successful in the highest degree. It won good will and encouragement from every side, the Legislature willingly appropriated such supplies as were needed to meet all its wants, while Mr. Welch labored assiduously in revising and perfecting the system of discipline and instruction, working faithfully both as an executive officer and practical teacher.

In 1854 he published his "*Analysis of the English Sentence*," which as an English Grammar has received the hearty commendation of very many prominent teachers. By request of the State Association he also commenced in 1856 a text-book upon Rhetoric and Composition, but intense application in its preparation brought on an attack of nervous and physical prostration which compelled an entire suspension of labor for nearly a year. His efforts were now directed to making the Normal School more strictly professional, and its privileges were restricted to those only who were preparing for duty as teachers. This disengaged the school of the greater part of the academic apartment, relieving it of an element that had long hindered the accomplishment of its true design, and Mr. Welch was able to carry out more fully his plans of professional instruction. And throughout the whole course of his connection





J.W. Smith

P.M. Gregory





with this school, up to the present time, (1865,) it has been most progressive in its character. While maintaining its early character for sound and thorough scholarship, it has extended its course of drill and teaching, embracing what are called the newer and more natural methods of instruction, and has become the pride as it is the blessing of the State.

As the successful conductor of the first Union School, the efficient laborer in the first and nearly all succeeding State Institutes, the first President and hearty advocate and supporter of the State Teachers' Association, but mainly as the first principal of the State Normal School which has been raised to its present high standing mainly by his industry, wisdom, and indomitable energy, Mr. Welch will long be remembered in Michigan. His work upon Rhetoric and Composition was published in 1859—also a book upon Object Teaching in 1862.

JOHN M. GREGORY, A. M.

JOHN M. GREGORY was born at Sand Lake, Rensselaer county, N. Y., July 6th, 1822. Trained at home to habits of industry and economy, attending the district-schools, in winter at least until thirteen years old, and with a strong taste for reading, which was gratified by ready access to the district library, he was ready in his eighteenth year, after another winter of common-school drill, to attempt the work of a higher education. After a year's teaching in Schoharie and Dutchess counties, he entered the academy at Poughkeepsie, and thus pursuing his studies with an occasional interval of teaching, finished his preparatory and collegiate course, graduating at Union College in 1846. After pursuing for a year the study of law, which he had already commenced during his Senior year, but which he soon after gave up for the ministry, he for a time had charge of Ball's Seminary at Hoosic, N. J., but his health failing, then removed to Akron, Ohio. In 1852 he became principal of a classical school in Detroit, and in 1854, under the auspices of the State Association, assumed the duties of resident editor of the "Journal of Education," which had been established at his suggestion in January of that year. At the next session of the Association he was elected its President, and afterwards, resigning his school, devoted himself to the conduct of the Journal, as its editor and proprietor. He has from the first been an active and prominent participator in the proceedings of the State Association.

In 1859 Mr. Gregory was elected State Superintendent of Public Instruction, in which office he was retained for six years, faithfully performing its duties, and doing acceptably a good work for the cause of popular education throughout the State. In 1864 he accepted the Presidency of Kalamazoo College, taking for the theme of his Inaugural Discourse—"The Right and Duty of Christianity to Educate."

FRANKLIN HUBBARD.

FRANKLIN HUBBARD was born in Leverett, Mass., July 13th, 1827. When nine years of age his father died, leaving him the oldest of four boys, and the circumstances of the family were such that two years afterwards he was engaged to work upon a farm and continued at this occupation until of age. He then, partly for his own benefit, partly for the sake of its influence upon his younger brothers, entered Uxbridge Academy for a few months, but continued through the year, then attended the Williston Seminary at Easthampton, from which he entered Amherst College, and graduated in 1854. During this time

he had spent several winters in teaching school, and after graduation, through the instrumentality of W. H. Wells, then principal of the State Normal School at Westfield, was invited to take the charge of the Public Schools at Adrian, Michigan, where he has since remained, using his best efforts to raise them to his own ever-advancing ideas of a true school. He was elected President of the State Teachers' Association in 1857.

#### ALEXANDER WINCHELL.

ALEXANDER WINCHELL was born at Spencer's Corners, Dutchess county, N. Y., Dec. 31st, 1824. His parents having themselves been teachers, he was early pushed forward in his studies, which alternated with summers of labor upon the neighboring farms until his fourteenth year, when he was sent to South Lee, Mass., where he spent two years at district-school and academy, paying especial attention to chemistry. On his return he commenced teaching, with very satisfactory success, pursuing at the same time a course of thorough study, putting carefully to paper whatever he learned, and so going through algebra and surveying and commencing Greek. In the fall of 1842 he entered Amenia Seminary, and, not confining himself to the branches preparatory to college, took up the study of French, astronomy, mental philosophy, painting, and the piano forte, having at times six or eight daily exercises and carrying on all the studies of the "Teachers' Class," besides giving courses of instruction in penmanship, pen-drawing, and vocal music, spending the winter in teaching, acting at other times as assistant in the Seminary, and still finding leisure for participating largely in the Society meetings and for writing contributions, poetical or other, for newspapers and magazines. In 1841 he entered the Sophomore class at the Wesleyan University, Middletown, Ct., and graduated in 1847, having spent one winter in teaching at Winsted, Ct., and the second in a select school in his native town. During the next year he was engaged at the Pennington Male Seminary, N. J., where he took up the study of botany and Hebrew, kept a meteorological record, and delivered several public lectures upon astronomy and the electric telegraph. Declining a tutorship of mathematics at Wesleyan University, he now accepted a situation in Amenia Seminary. He here gave instruction in botany and made an extensive botanical collection, a catalogue of which, with the meteorological reports, were published in the Report of the Regents for 1851. From Oct., 1850, he was for three years proprietor of the Female Seminary at Eutaw, Alabama, and in Jan., 1854, became Professor of "Physics and Civil Engineering" in the University of Michigan. In 1855 he was appointed to the newly-created professorship of "Geology, Zoölogy, and Botany" in the University, though continuing to give instruction in some branches of the mathematics until 1857. In 1858 he was elected President of the State Teachers' Association and during the following year had the editorial and financial management of the "School Journal." In 1859 he received the appointment of State Geologist, which office he held for three years, publishing a report, and also a geological map of the State. In 1857 he published a "*Guide to the Pronunciation of Scientific Terms*," and in 1858 a "*Synoptical View of the Geological Succession of Organic Types*," in connection with his class instruction. Prof. Winchell has made frequent contributions to Silliman's Journal, and the proceedings of various scientific associations, of which he is a member.

## ERASmus J. BOYD, A. M.

ERASmus J. BOYD was born at Hartwick, Otsego county, N. Y. He received a thorough academic education, entered the Sophomore class in Hamilton College, N. Y., and there graduated in 1837, having given especial attention to history, literature, and a course of general reading. After spending a year as principal of Harrison Academy in Kentucky, he entered the Union Theological Seminary at New York, and upon completing the course of study, was for some years engaged in preaching. His health failing, he was induced in 1850 to take charge of the Young Ladies' Seminary at Monroe, Michigan. To this institution he has for the past fifteen years devoted all his energies and has established for it a high character and reputation. He has at the same time identified himself with the cause of education in the State, and in his county has been a leading supporter of all educational movements. He was elected President of the State Teachers' Association in 1859, and several of his addresses and essays read at the meetings of the Association and upon other occasions have been published. In 1860 he was one of the board of editors of the "*Journal of Education*."

## ERASTUS L. RIPLEY

ERASTUS LATHROP RIPLEY was born at Weybridge, Vt., February 14th, 1822. After receiving the usual farmer boy's share of a common school education, he was, when fourteen years of age, placed as clerk in a dry goods store in Buffalo, N. Y. Returning home in 1839, he taught his first school at Shoreham, Vt., spent another year as clerk in New York city, and then, after three years' preparatory study at Kimball Union Academy, Meriden, N. H., entered Yale College and graduated in 1850. He gave instruction one term in the Washington Street Public School, then completed a course of law study in the Yale College School, was admitted to the bar in 1854, and removed to Michigan with the intention of pursuing that profession. He, however, accepted charge of the Union School at Jackson, which he held for over six years, until called in 1860 to the mathematical department of the State Normal School, which position he still retains. He was elected President of the State Association in 1860.

## J. M. B. SILL

J. M. B. SILL was born in Black Rock, N. Y., November 23d, 1831. His father, a native of Connecticut, removed to Oberlin, Ohio, in 1834, and to Jonesville, Michigan, in 1836. Left an orphan when eleven years of age, he thenceforward supported himself by farm labor and kept himself at common schools in Jonesville a portion of each year, until eighteen years old. In 1849 he taught a country school for two terms with success, and after graduating at the Normal School in 1854, immediately became a teacher in that Institution at a salary of \$500—afterwards increased to \$1,000. In 1863 he accepted the Superintendency of the Detroit Public Schools at a salary of \$1,800, but resigned at the close of the year to take charge of a private seminary for young ladies. Mr. Sill, since his connection as teacher with the Normal School, has delivered numerous lectures before Teacher's Institutes and Literary Societies. Besides articles in various educational Journals, he published in 1859 an "*Elementary Grammar or Synthesis of the English Sentence*." He was elected President of the State Association in 1861.

## DANIEL PUTNAM.

DANIEL PUTNAM was born in Lyndeboro, New Hampshire, on the 8th of January, 1824. Until twenty years of age, his education was carried on by turns on the farm, in the carpenter's shop, in the lumber mill, and in the "district-school as it was"—an education no less effective and valuable than that which he afterwards attained. Leaving, by consent, his father's house at this period, without a dollar and without aid of any kind from kindred, he pursued and completed a course of academic and collegiate study, graduating at Dartmouth College in 1851. He afterwards spent some time in the study of analytical chemistry at Amherst College. In the meantime he had taught schools during the winters at Townsend and Danvers, Mass., and the Franklin Academy in New Hampshire. He was then for three or four years instructor in the languages in the Academic Institution at New Hampton, N. H., at which he had himself studied. In 1854 he was elected professor of Latin in the Kalamazoo College, Michigan, which he resigned in 1857 for the superintendency of the Public Schools of Kalamazoo. Upon the reorganization of the college in 1864, Mr. Putnam was invited to resume his former position, and accepted the invitation in the following year. He was elected President of the State Teachers' Association in 1864.

V. PENNSYLVANIA STATE TEACHERS' ASSOCIATION,  
WITH A SKETCH OF THE ORIGIN AND PROGRESS OF EDUCATION IN THE STATE.

FROM causes unavoidable, common school education in Pennsylvania has been a plant of slow growth. Sparseness of population, diversity of origin and language, antagonism of religious sects, combined to prevent the American idea of education from taking root, and to retard its progress. The necessity, to the welfare of the State, of making provision for public education was early recognized, and one of the first acts of Penn was the establishment of a school for primary instruction.\* Among the earliest of the colonial records we find a petition from leading citizens for the establishment of a free school. When the constitution was framed it was distinctly announced that "the Legislature shall, as soon as may be convenient, provide for the establishment of schools, in such manner that the poor may be taught gratis."

In 1689 the Society of Friends established in Philadelphia a public school. In 1749, under the direction and organizing hand of Dr. Franklin, a charter was secured, and an institution was put in operation under the name and title of "College, Academy and Charity School of Pennsylvania." From this time till the beginning of the present century the efforts of individuals, and the resources of the State, seem to have been chiefly directed to establishing colleges † throughout the various inhabited sections, and of placing them in successful operation. For this purpose the colonial govern-

\* At a Council held at Philadelphia, ye 26th of ye 10th month, 1683.

PRESENT:

Wm. Penn, Propriet. & Govr.  
Tho. Holmes, Wm. Haigae, Wm. Clayton, Lasse Cock.

The Govr. and Provl. Council having taken into their Serious Consideration the great Necessity there is of a Scool Master for ye Instruction & Sober Education of Youth in the towne of Philadelphia, Sent for Enoch flower, an Inhabitant of the said Towne, who for twenty year past hath been exercised in that care and Employment in England, to whom having Communicated their Minds, he Embraced it upon these following termes: to Learne to read English 4s. by the Quarter, to learne to read and write 6s by ye Quarter, to learne to read, Write and Cast accot's by ye Quarter; for Boarding a Scholler, that is to say, dyet, Washing, Lodging & Scooling, Tenn pounds for one whole year.—*Colonial Records*, Vol. I, p. 91.

† The University of Pennsylvania was chartered in 1753, Dickinson College in 1783, Franklin and Marshall College in 1787, and Jefferson College in 1802.

ment, and afterwards the Legislature, made large grants of lands and revenues accruing from public domain.

Commencing near the opening of the present century and continuing for a period of over thirty years, great activity was manifested in establishing County Academies. During this period the Legislature granted charters for academies in forty-one counties.\* An appropriation was made to each of these of money, in sums varying from two to six thousand dollars, for the erection of buildings at the county seats, and, in several cases, quite extensive land-grants were secured for their support.

The policy was adopted by the Legislature in 1809 of educating the poor gratis.† The names of children of indigent parents were enrolled by the assessors, and they were sent to the most convenient school, their tuition being paid out of the county treasury. This system was continued about thirty years. In the meantime the Lancasterian, or monitor schools, were inaugurated in many of the principal cities and towns in the eastern part of the State, and for a while enjoyed a considerable degree of prosperity.

In 1834 the Legislature passed the first general law for the establishment of a system of Education by Common Schools.‡ It was matured and prepared by Samuel Breck, a member of the Senate from Philadelphia. It was passed without serious opposition; but was found in practice to be exceedingly complex and unwieldy. The opposition to it in the succeeding Legislature was most bitter, and while a bill was under consideration in the Senate to remedy its defects, a substitute was offered by the opposition, renewing the old system of educating poor children gratis, and was carried. It was now almost certain that the substitute would be carried in the House. It was, indeed, a critical moment for the School System. But there chanced to be a man in the House equal to the emergency. That man was Thaddeus Stevens. He was then in the full strength of early manhood, and when the bill came up for consideration he took the floor and delivered one of the most powerful and persuasive speeches ever heard in those legislative halls. The effect was overwhelming. The opposition were disarmed. The wavering were confirmed, and the friends of the measure were fired with new zeal. The Senate bill was defeated, and the law of '34 was left still in force. This, though a triumph, was only a negative

\* Armstrong, Beaver, Bradford, Bucks, Butler, Cambria, Centre, Chester, Clarion, Clearfield, Clinton, Crawford, Dauphin, Erie, Franklin, Greene, Huntingdon, Indiana, Jefferson, Juniata, Lebanon, Lehigh, Luzerne, McKean, Monroe, Mifflin, Montgomery, Northumberland, Perry, Pike, Potter, Schuylkill, Somerset, Tioga, Union, Venango, Warren, Wayne, Westmoreland, York.

† Act of April 4, 1809.      ‡ Act of April 1st, 1834.

one. The principle was preserved, but an objectionable and very odious law was still in operation, and it was soon found by the friends of the system that it could never be successfully administered.

At the session of the Legislature of 1836, the final struggle was to come. An entirely new bill was drawn by Dr. George Smith, a member of the Senate from Delaware county, and chairman of the joint committee of the two Houses on education. This bill, as originally drawn, was remarkable for its far-reaching aims, its simplicity, its practicability, and its general fitness. When viewed by the light of more than a quarter of a century's experience, it must be regarded as a masterpiece, and will never cease to inspire admiration. The friends of education in future generations, will not fail to hold the name of its author in grateful remembrance.

The bill encountered opposition in both branches of the Legislature, and an attempt was made to kill it by amendments. Many of these were adopted, and its simplicity and merit greatly impaired. But it was finally, at the adjourned session, adopted, and became the general school law of the State.\* In its operation it has met with opposition, it has been often imperfectly administered, and its details have been shockingly neglected; but notwithstanding all the obstacles that have impeded its progress, it has steadily gained in the affections of the people, its fruits have annually been fairer and more abundant, and in future times it will stand as the crowning glory of the generation which enacted and inaugurated it.

The adoption of the new law was left to a vote of the people in the several districts. It, however, went rapidly into operation. To smooth the way, and attach public favor to its beneficent provisions, the Secretary of State, then *ex-officio* Superintendent of Common Schools, Mr. T. H. Burrowes, made a journey through most of the counties, and addressed the people. In his annual report to the Legislature in 1838 he sketched the proportions which the system ought to assume, but which for many years remained unattained, and which it has taken nearly thirty years to realize.

One of the chief difficulties in putting the new law in operation was that of securing competent teachers. The Legislature perceived this difficulty, and recognized the necessity of providing for their education at the public expense, even previous to its passage. In the acts for grants of money and lands to Colleges and Academies, it was provided that in consideration of receiving these appropriations, they should educate a number of teachers for public schools

---

\* Act of June 13th, 1836.

gratis. These provisions served a useful purpose, but did not prove effective in producing a skilled body of teachers. The remedy for these evils, and the elevation of the profession, was destined to be brought about by a movement on the part of the teachers themselves.

#### ATTEMPTS AT ORGANIZATION.

To awaken an interest in education in the popular mind, to arouse the teacher to a sense of his duties, and to infuse life and energy into the pupils, was not a work that could be accomplished by law-makers. It was a work that could not be done by institutions of learning devoted to other functions. It was reserved for the teacher to put his own shoulder to the wheel, and attempt something for himself.

There had been previously considerable progress made in the city of Philadelphia, but the influence had been little felt outside its limits. An association was formed among the city teachers as early as 1813, and in 1818 a Common School law was passed and inaugurated.\* In 1832-3 another educational association was formed and a school journal was started. Through the labors of Mr. Josiah Holbrook, lyceums were established, in which the interests of popular education were discussed. The writings of Mr. Walter R. Johnson, Mr. Chandler and others exerted considerable influence upon the public mind, and prepared it for united effort.

But the first signs of life in the State at large were manifested in the attempts at organization of County Institutes and associations. Meetings were held for this purpose in several counties in different parts of the State at about the same time. In Crawford county, on the 25th of March, 1850, was organized the first regular Teachers' Institute. It has continued to hold a regular semi-annual session of a week's duration from that time to the present. From the fact that it was the pioneer in this class of educational agencies, it may be of interest, as a matter of historical record, to give a brief account of it. In 1853 was published a pamphlet of its proceedings, in which was contained a sketch of its origin and progress drawn up by the hand of the late Dr. Barker, then President of Alleghany College, and always the steadfast friend of the common school teacher. The following is an extract from that sketch:

"The sixth semi-annual report of the proceedings of the Crawford County Teachers' Institute is presented to the public with mingled emotions of gratitude and hope. The past history of this association is one on which every friend of popular education, indeed, of

every friend of humanity and of his race, must dwell with unalloyed pleasure, while the omens of its future prosperity, give us reason to expect that it is destined to enjoy a long career of usefulness and honor. It is now nearly three years since several young men, (all of whom were more or less intimately connected with the business of teaching in our public schools) deplored the public apathy in regard to the common schools in this and adjoining counties, and the lamentable deficiency in knowledge, unity of action, and sympathy, apparent among teachers, began to cast about to find an appropriate remedy for existing evils. Foremost among these praiseworthy young men was Mr. J. F. Hicks, who, unsolicited and without the expectation of receiving any return of honor or emolument for his labor, set out as a missionary of education on a tour of exploration throughout Mercer and Crawford counties. He visited in person a large number of schools, and conversed with teachers and parents on the subject of popular education, traveling for this purpose on foot in the depth of a most inclement winter. Thanks to his most philanthropic efforts and those of a few others associated with him, the attention of teachers was so far aroused, and so much interest was elicited, that they responded in large numbers, to a call for a public meeting to be held in the village of Exchangeville, in Mercer county, on the third of February, 1850. That meeting, after a deliberate survey of the system of public schools, and of the imperative duty devolved on them as teachers, to do what lay in their power, to render their schools more efficient nurseries of morality and knowledge, solemnly united in a fraternity for this purpose, and drew up a Constitution which contemplated permanent organization. They adjourned to meet again on the 25th of March, following, in Meadville, and at this place accordingly was held the first regular meeting of the Association.

"It is unnecessary to pursue this history farther. Suffice it to say that each successive half year has witnessed the reassemblage of a large number of actual teachers, inspired with a common zeal, and laboring in a common cause, the cause of truth and virtue. Thus far harmony, no less than energy, has marked the deliberations of this body, progress has been its watchword, and, under its auspices, a vast amount of information has been diffused through the community at large in regard to the proper province of public schools. To the body of teachers it has been from the beginning an occasion of a most pleasing reunion, a bond of sympathy, a wise friend and counselor, and a voice of admonition and exhortation gently chiding our past delinquencies and urging us forward with a spirit more

earnest and more enlightened in our career of noble and benevolent efforts." \*

This account of the origin of this, the first Institute, is substantially the history of the organization and development of County Institutes throughout the State. A few months later, in September, 1850, was organized the "Philadelphia Association of the Principals of Public Schools." It was provided in the constitution that the male principals of the Public Schools of Philadelphia should compose this Association, and that the regular meetings should be held on the first Saturday in each month.† An Institute was held in the city of Erie on the 8th of September, 1851, but was not made a permanent organization, and no subsequent meetings were held till 1853.‡ During the same year was organized the Lancaster County Educational Association. On the 11th of June, 1851, Mr. John Martin, teacher in Penn township, with the concurrence of Mr. John Beck, of Letiz, and Mr. Henry Stauffer, of East Lampeter issued a call which was published in the Lancaster press for a meeting of teachers for the purpose of perfecting an organization. On the 2d of August following, a preliminary meeting was held in the city of Lancaster, and on the 4th of October a permanent organization was effected. The constitution provided that Teachers and friends of education should be eligible to membership, that the meetings should be held quarterly, and that the general business of the Association should be managed by a Standing Committee. At one of the early meetings a stirring address was delivered by Bishop Potter, which had a marked influence upon the educational spirit of the teachers, and really marked a new era in the development of the educational energies of the county.§ Out of this Association was developed the Lancaster County Institute, which was organized Jan. 24th, 1853, and has continued to hold regular annual meetings since.||

One of the most efficient agencies in stimulating the organization of these associations was the Pennsylvania School Journal, which was established in January, 1852, by Mr. T. H. Burrowes, of Lancaster. It was first established in compliance with a resolution passed by the Lancaster County Association, and intended as the organ of that body. At the end of six months it was enlarged from sixteen to thirty-two pages, and was made the organ of the teachers of the State.

\* Pamphlet of Proceedings, 1852, p. 3.

† Pa. School Journal, Vol. I., p. 231.

‡ Report of Executive Committee, Dec., 1853, of State Teachers' Association.

§ Pa. School Journal, Vol. I., p. 12.

|| Pa. School Journal, Vol. I., p. 234.

In the track of these pioneer organizations, institutes were established in Schuylkill, Alleghany, Lawrence, Warren, Wayne, Washington, Indiana, Westmoreland, Chester, Fayette, Beaver, Berks and Blair counties,\* and in less than three years from the time the first was held, Institutes or Associations had been established in no less than forty-seven counties. At first, they were very imperfectly managed, and their true function was little understood; but they served the important purpose of arousing public sentiment, of inspiring teachers with a sense of their high vocation, and opened the way for an organization of broader scope, and more enlarged means of usefulness.

ORGANIZATION OF STATE TEACHERS' ASSOCIATION.

The State Association grew out of a wide-felt necessity for some organized, united effort on the part of the friends of education to effect certain much needed improvements in the school system of the State, and the elevation of the standard of teaching by a comparison and readjustment of views. A movement seems to have been made at about the same time in several of the County Institutes, looking to the establishment of some State organization. In the Philadelphia Association, on the 6th of Nov., 1852, the following resolutions were adopted :

"*Resolved*, That the Association is in favor of holding a Teachers' Convention, at an early day, for the purpose of promoting the cause of Common School Education in Pennsylvania.

"*Resolved*, That correspondence be solicited from the several Associations throughout the State, upon the propriety of carrying the above resolution into effect." †

Similar resolutions were passed by the Alleghany Association, proposing the 28th of Dec. as the time, and Harrisburg as the place of meeting. Accordingly there was issued and published in the December number of the School Journal the following call for a *State Educational Convention*. ‡

"A State Convention of teachers and friends of Education will be held in Harrisburg, on Tuesday the 28th inst., (Dec., 1852) in which it is hoped that every County and educational society of the State will be represented. Matters of great interest to Teachers and all others engaged in the cause of general education will be discussed and acted on. All who realize the importance of the object should therefore take the necessary steps to have their respective sections of the State fully represented."

\* Report of Executive Committee of State Teachers' Association, Dec., 1853.

† Pa. School Journal, Vol. I., p. 232.      ‡ Pa. School Journal, Vol. I., p. 257.

In compliance with this call a meeting was held in the Court House in Harrisburg at the appointed time, and continued in session two days. The number was small, but embraced some of the most active teachers and educators in the State. The North-western counties were not represented, owing to the great distance to be traveled, and the difficulty, without railroads, in reaching the place of meeting. A preliminary organization was formed by electing Mr. T. H. Burrowes as President; John H. Brown, James Thompson, A. O. Heister and J. M. McElroy, as Vice-Presidents; James G. Barnwell and A. K. Browne, as Secretaries; and Conley Plotts as Treasurer. The subject which principally occupied the attention of the meeting during the early sessions, was the object of the Association, and the purposes which the organization should subserve. The views of a large number of the members upon this topic were freely expressed, and at the conclusion of its consideration, a Committee, consisting of Conley Plotts of Philadelphia, L. T. Covell of Pittsburgh, and D. G. Bush of Bradford Co., were appointed to prepare a Constitution in conformity with the general sense of the meeting. This, after some discussion and amendments, was adopted in the following form :

PREAMBLE.\*

As a means of elevating the profession of Teaching and of promoting the interests of Education in Pennsylvania, we, whose names are affixed, do unite ourselves together under the following Constitution:

*Art. I.* This organization shall be known by the title of the Pennsylvania State Teachers' Association.

*Art. II.* The officers of this Association shall be a President, four Vice-Presidents, two Recording Secretaries, a Corresponding Secretary, a Treasurer, and an Executive Committee to consist of five persons.

*Art. III.* It shall be the duty of the President to preside at all meetings of the Association. In case of the absence or inability of the President to discharge the duties of his office, the same shall devolve upon one of the Vice-Presidents.

*Art. IV.* The Recording Secretary shall perform the duties usually devolving upon such officers.

*Art. V.* The Corresponding Secretary shall conduct the correspondence of the Association, under the direction of the Executive Committee.

*Art. VI.* It shall be the duty of the Treasurer to receive and keep all funds belonging to the Association, pay out the same only on orders signed by the Chairman of the Executive Committee, and report the condition of the finances at each annual meeting of the Association.

*Art. VII.* The Executive Committee shall carry into effect all orders and resolutions of the Association, and shall devise and put into operation such other measures, not inconsistent with the object of the Association, as they shall deem best; they shall keep a full record of their proceedings, and present an annual report to the Association.

*Art. VIII.* Any Teacher of this Commonwealth may become a member of this Association by signing this Constitution and paying into the treasury one dollar, and shall continue his membership by the annual payment of one dollar thereafter.

*Art. IX.* Any friend of Education, on being proposed, may be elected an

\* Pa. School Journal, Vol. II., p. 9.

honorary member of this Association, by contributing to the treasury as specified in Article eight.

*Art. X.* The officers of this Association shall be elected by ballot at the last stated meeting in each year, and such officers shall enter upon the duties of their respective offices at the next meeting thereafter.

*Art. XI.* One stated meeting of the Association shall be held annually during the Christmas holidays, the day and place being agreed on at each previous stated meeting; any other meeting to be left to the discretion of the Executive Committee.

*Art. XII.* This Constitution may be altered or amended by a majority of the members present at any regular meeting, when notice of such intended alteration shall have been given at a previous session.

After the adoption of the Constitution, the following gentlemen were elected as the first regular board of officers: John H. Brown, President; James Thompson, Wm. Roberts, L. T. Covell and M. McElroy, Vice-Presidents; John Joyce and A. K. Browne, Recording Secretaries; James G. Barnwell, Corresponding Secretary; Conley Plotts, Treasurer; S. D. Ingram, J. P. Wickersham, Wm. Travis, H. R. Warriner and J. M. Barrat, Executive Committee. The topic of interest that was most fully discussed, was that of the thorough examination of all teachers employed in the public schools, by a practical teacher in the capacity of a *County Superintendent of Common Schools*. The importance of having this duty thoroughly performed, and of so amending the School Law as to provide for the employment of such an officer, was warmly urged. During the discussion of this topic, His Excellency Wm. Bigler, Governor of the Commonwealth, and F. W. Hughes, Secretary of State, and *ex-officio* Superintendent of Common Schools, were present by invitation, and delivered speeches in favor of the measure. The importance of inaugurating a system of *Schools for the Professional Training of Teachers*, and until these could be established of encouraging the holding of *Teachers' Institutes*, was also discussed. A resolution was passed constituting the President and Vice-Presidents a committee to memorialize the Legislature to make an appropriation to defray the expenses of County Institutes. The subject of changing the School Law so as to *Increase the minimum term for keeping open the Public Schools* from three to six months was discussed, and a resolution to that effect adopted. Lectures were delivered by William Travis on the "Responsibility and Qualification of Teachers," and by H. R. Warriner on "Poetry." From this brief outline of the proceedings and discussions at this first meeting, it will be seen that the subjects broached were of vital importance to the school system. A great point was gained by having them discussed by the teachers and friends of education, men of all political parties, and to enlist the sympathies, and a participation in the debate, of

the Governor of the State and the official head of the School Department.

THE FIRST REGULAR MEETING of the Association was held at Pittsburg on the 5th, 6th and 8th days of August, 1853. It was presided over by the President, John H. Brown, who, after the transaction of some miscellaneous business, delivered his inaugural address, on the "*Duties and Responsibilities of the Teacher.*" The report of the Committee appointed at the previous meeting on "*Normal Schools*" was read by the chairman, T. H. Burrowes, Esq., of Lancaster. This report recited the recommendations of the several Superintendents since 1834, and urged in strong terms that the teacher should himself press his claims upon the Legislature by way of memorial. It elicited a general discussion from the ablest debaters present. An objection was urged against immediate action on the ground that the nature of Normal Schools was not generally understood by teachers, and no plan for their establishment had as yet been matured. But the sense of the meeting seemed to be favorable to immediate action; and, at the close of the discussion, a resolution was adopted instructing the Committee to prepare a memorial to the Legislature upon the subject, to be read at the next meeting of the Association. A prominent feature at this meeting was the "*Reports of the Counties,*" which consisted of brief statements of the educational life and activity in each county. The colleges, academies and seminaries were generally reported in a flourishing condition; but the statements respecting common schools were in a desponding mood. A report on the "*Uses and Abuses of Text Books,*" was read by Prof. James Thompson, chairman of the committee to whom the subject had been referred. The subject of "*Primary Schools*" was discussed at considerable length, and interesting speeches were delivered by Bishop Potter, and Dr. Lord of Ohio. Lectures and addresses were delivered by Prof. John F. Stoddard on "*Education and the Educator;*" by Lorin Andrews on "*Teachers' Institutes,*" and by John Gregory on the "*Mind.*" The general attendance from all parts of the State was one of the most encouraging features. The discussions developed a general view of education throughout the whole State. The principal defects in the common school system were, the want of competent teachers, ignorance of primary instruction, and the general apathy and indifference of parents. The remedies proposed were Normal Schools for educating teachers, and Teachers' Institutes for arousing and directing public sentiment and stimulating teachers to higher attainments. In furtherance of the last object it was ordered that

the Executive Committee issue a circular on the subject and send a copy to teachers in each county.

THE SECOND MEETING of the Association was held at Lancaster on the 27th, 28th and 29th of Dec., 1853, and was presided over by John H. Brown, President. The committee on *Normal Schools*, continued from the last meeting made a verbal report, and read a *Memorial* prepared for presentation to the Legislature, which was adopted. The chairman of the Executive Committee, William Travis, read their annual report, containing a general review of the operations of the Association since its organization, and a sketch of the progress made in common school education. Certain improvements in the law, and in the manner of administering it, were strongly urged. A report on "*State and County Superintendents*" was read by Wm. Travis, chairman, of the committee to whom this subject had been previously referred. Considerable discussion was elicited by this report. By the provisions of the School Law of 1836, the Secretary of the Commonwealth, was, by virtue of his office, the official head of the School Department. In the multiplicity of his duties as Secretary, it was impossible for him to give that attention that was demanded to organize and conduct the School System. Besides, the labor of the latter office was principally performed by the Deputy Superintendent. It was therefore urged that the two offices should be separated. A strong appeal was also made for a provision for an officer for each county, a practical teacher, whose duties should be,—1. To examine teachers; 2. To hold institutes and public meetings; 3. To visit as many schools as possible; 4. To act as a medium of communication between the State Superintendent and the local boards, to certify to the correctness of all reports and affidavits, and to make an annual report. A report on "*Primary Schools*" was read by A. M. Grow, chairman of committee. A lecture was delivered by Prof. James Thompson on "*Language*." An election was held for a board of officers for the ensuing year which resulted as follows: James Thompson, President; A. T. Wright, Elias Schneider, Wm. Travis and W. V. Davis, Vice-Presidents; John Joyce and A. K. Browne, Recording Secretaries; J. G. Barnwell, Corresponding Secretary; and Conly Plotts, Treasurer. In connection with this session *Informal Meetings*, previous to, and after the regular meetings, were held, at which special school-room duties were discussed. These exercises proved of much value and interest.

THE THIRD MEETING of the Association was held at Pottsville from 1st to 3d of August, 1854, and was presided over by James

Thompson, President. During the interval between this and the preceding meeting, the Legislature had made a revision of the School Law, introducing some of the best features of the original bill as drawn by Dr. Smith in 1836; but which at the time were stricken out and modified by amendments. The County Superintendency, a feature which the Association had from its opening session labored to magnify and recommend, was also incorporated. This revised law also provided for the publication of a School Architecture, and made the School Journal the official organ of the School Department, features which have proved most efficient agencies in administering it.

An inaugural address was delivered at the opening of the meeting on the "*Philosophy of Education*," by the President. The report on "*Vocal Music*" was read by John H. Brown, chairman of committee. A report was read by W. V. Davis, chairman of committee, on "*Compulsory Attendance at School*." A report on the "*Co-education of the Sexes*," was read by J. P. Wickersham, chairman of committee. On this question a spirited debate sprang up, which was continued through the greater part of two days. The report was a strong statement of the affirmative of the question, but its positions were persistently assailed. On the following resolution which was introduced early in the session: viz., "*Resolved*, That the report be accepted, and that the Association approve of its sentiments," a vote was taken, which resulted in its passage by 29 yeas to 7 nays. A committee was, however, appointed from among the opponents of the system to report at the next meeting. A report was read by E. Lamborn, chairman of committee, on "*Teaching Composition and Declamation*." A report was read by T. H. Burrowes, Esq., chairman of committee, on the "*Past, Present and Future of the Teachers of Pennsylvania*." A report was read by A. K. Brown, chairman of committee, on the "*Influence of Female Teachers*." A report was read by Wm. Travis, chairman of committee, on a "*Paid Agency*," and also on the "*Moral Influence of the Teacher*." No formal lectures or addresses, aside from the inaugural of the President, were delivered, though the reports of the committees were elaborated with great care, and form a set of very valuable papers.

THE FOURTH MEETING of the Association was held at Lewistown from Dec. 26th to 29th, 1854, and was presided over, in the absence of the President, by John F. Stoddard, President *pro tem.*, and by W. V. Davis, Vice-President. The report of the Executive Committee, read by J. P. Wickersham, chairman, reviewed the condition of com-

mon school education, and referred particularly to the changes inaugurated by the recent legislation. Caution was counseled, lest by pushing on changes too rapidly, the advantages already gained be lost. A report on "School District Libraries" was read by the chairman of committee, James R. Challen, Jr. A report on the "Ancient Languages" was read by the chairman of committee, W. V. Davis. A report was read on "Physiology and Ventilation" by the chairman of committee, D. Laughlin. This report was very fully and ably discussed, and the most approved methods of ventilation particularly described. Many of the views here presented were embodied in the new State School Architecture, which was soon after issued from the press. It was recommended by resolution that physiology be made a regular common school branch, as the most effectual means of producing a more enlightened state of public sentiment. A report was read on the "Co-education of the Sexes" by John H. Brown, chairman of committee. This report was followed by a long and very animated discussion, as at the previous meeting. The committee took strong ground in favor of the separate education of the sexes, and in support of their position quoted the practice of other nations, and many portions of our own country; but chiefly founded their argument on the assertion that the male demands a different course of education from the female. In opposition to this view it was maintained that from the constitution of society, from the nature of the family, the church, and the various avocations in life, it was necessary and designed that they should be educated together. This subject has rarely been more ably discussed than at these two meetings of the Association. A lecture was delivered by Alfred L. Kennedy, M. D., on the "Polytechnic Colleges of Europe." An election was held which resulted in the choice of the following officers: W. V. Davis, President; A. L. Kennedy, H. Williams, J. P. Wickersham and W. J. Gibson, Vice-Presidents; Ira C. Mitchell and R. McDevitt, Recording Secretaries; Amos Row, Treasurer; A. M. Gow, J. F. Stoddard, J. H. Brown, Jos. J. Stutzman and J. J. Wollcott, Executive Committee.

THE FIFTH MEETING of the Association was held at Pittsburg, from August 7th to 9th, 1855, and was presided over by W. V. Davis, President. During this, the first year of the County Superintendency, Mr. J. P. Wickersham, County Superintendent of Lancaster county, had opened and conducted, in conjunction with a corps of competent instructors, a three months' Institute, or County Normal School. That Institute was the origin of the present flourishing State Normal School of the Second District, located at Millers-

ville. Mr. Wickersham was called on for an account of that experiment. This introduced the general subject of State and County Normal Schools, which led to a protracted discussion, occupying more time than any and all other subjects discussed. The Legislature had, at the two previous sessions, had bills under consideration for the establishment of State Institutions; but had failed, as yet, to enact a law upon the subject. The first part of the discussion was upon the establishment of State Schools for the thorough and systematic training of teachers. But it would take time to establish these schools, and when established, some time would be required before a trained corps of teachers would be ready for labor. Hence, the necessity of county or temporary Normal Schools to be held for three months in the year, and to be conducted by county superintendents, for immediate results, formed the subject of the concluding part of the discussion. It was conducted with great warmth, and many useful facts and statements were elicited. It no doubt exerted an important influence in securing the passage of the Normal School Law. A report on the "*Workings of Public Schools in Philadelphia*," was read by Wm. Roberts, chairman of committee. A report on the "*Development of the Religious Faculties*" was read by Rev. H. Dodge, chairman of committee. A report on "*School Discipline*" was read by A. M. Gow, chairman of committee. The regular annual address was delivered by the President, on the "*Claims and Future Prospects of the Teacher*." The announcement of the death of John H. Brown, the first President of the Association, and of L. T. Covell, a Vice-President, called forth feeling and appropriate remarks and resolutions.

THE SIXTH MEETING of the Association was held at Philadelphia from Dec. 26th to 29th, 1855, and was presided over by W. V. Davis, President. The report of the Executive Committee was read by the chairman, A. M. Gow. It contained a brief review of the progress of common school education, with an appendix showing the number and length of County Institutes held during the year, and the names of newspapers in which were educational departments. By this statement it was shown that seventy institutes had been held, varying in length from one day to one week, and that thirty county newspapers had educational columns. A resolution requesting State aid to County Institutes drew forth a spirited discussion. A report "*On the Development of the Moral Faculties*" was read by J. P. Wickersham. A report on the "*Development of the Physical Faculties*" was read by A. L. Kennedy, M. D. A report on "*The School System of Pennsylvania*" was read by S. P.

Bollman. A report on "*Public Examinations and Exhibitions*" was read by A. Burtt. An essay on the "*Teacher and his Reward*" was read by Mrs. M. E. Mitchell. An address was delivered by J. C. Adamson, D. D., on the "*Study of Natural History*." A memoir of the life and services of John H. Brown, first President of the Association, was read by Mr. Roberts. The following persons were elected officers for the ensuing year: J. P. Wickersham, President; B. M. Kerr, R. C. Allison, A. K. Brown and J. N. Barrett, Vice-Presidents; J. H. Orvis and A. T. Douthett, Recording Secretaries; Joseph Fell, Corresponding Secretary; Rev. Wm. A. Good, A. Burtt, Wm. V. Davis, H. R. Warriner and A. M. Gow, Executive Committee.

THE SEVENTH MEETING of the Association was held at Williamsport from the 12th to the 14th of August, 1856, and was presided over by J. P. Wickersham, President. The regular inaugural address was delivered by the President on "*Philosophy of Teaching*." A report on "*Mental Discipline*" was read by Conly Plotts. A report on "*High Schools*" was read by Philotas Dean. A report on "*The Relation of Secular and Sunday Schools*" was read by A. M. Gow. The principal debate at this session was had upon this report. The subject of parochial or sectarian schools in their influence upon pupils and upon the common school system, was warmly debated. The importance of improving the methods of moral instruction in the public schools, and having the bible read as a stated exercise was urged by argument and appeal with great force. A report on "*Truancy, its Causes and Cure*" was read by Charles W. Deans. A report on the "*Number of Hours of School per Day*" was read by J. H. Orvis. An essay on "*Moral, Religious and Intellectual Instruction*" was read by Miss M. Edgar. Addresses were delivered by Rt. Rev. Alonzo Potter, D. D., on "*Complete Culture*," and by Charles Davies, LL. D., on the "*Theory of Education*." The attendance at this was larger than at any previous meeting, there being one hundred and eighty members present.

THE EIGHTH MEETING of the Association was held at Harrisburg from Dec. 30th to Jan. 1st, 1856-7, and was presided over by J. P. Wickersham, President. The report of the Executive Committee was read by the chairman, W. V. Davis. In addition to the usual survey of educational progress presented by the report, the subject of visitation by State Superintendent was referred to, and its importance as a means of arousing public sentiment and exciting an interest in the county institutes, particularly pointed out. The report also contained a recommendation that the office of Superintendent of

Common Schools be separated from that of Secretary of the Commonwealth, and an independent department created. A report on "*Normal Schools*" was read by J. F. Stoddard. Upon this report a warm debate arose upon the true sphere of a Normal School. The prevailing opinion was that in addition to a thorough knowledge of the branches to be taught, there should be imparted an acquaintance with the *Theory* and the *Practice* of Teaching. A report on the "*Examination of Teachers*" was read by B. M. Kerr. A report on "*Teaching Mathematics*" was read by E. Brooks. A resolution was offered early in the session, asking the Legislature to grant State aid to Teachers' Institutes; also one declaring the State system incomplete without some provision for Normal Schools. Upon the former of these resolutions a long and well-conducted debate ensued, calculated to intensify the feelings of teachers in its favor, and to awaken the public mind to its importance. A lecture was delivered on "*The Common School System of Germany*" by B. S. Schenck, D. D. The Association was favored with the presence of, and addresses by, His Excellency James Pollock, Governor of the Commonwealth; Mr. Banks, Auditor General; Andrew G. Curtin, Secretary of the Commonwealth, and Henry C. Hickok, Deputy Superintendent of Common Schools. Delegates were appointed, embracing the Superintendent of Common Schools, to the New York State Association to be held at Binghampton. The following persons were elected officers for the ensuing year: William Roberts, President; Albert Owen, D. Heckendom, J. J. Stine and Rev. J. S. Crumbaugh, Vice-Presidents; J. J. Stutzman, R. McDivitt, Recording Secretaries; Joseph Fell, Corresponding Secretary; Amos Row, Treasurer; B. M. Kerr, J. F. Stoddard, Isaac Black, A. D. Hawn and A. K. Brown, Executive Committee.

THE NINTH MEETING of the Association was held at Chambersburg from August 11th to 13th, 1857, and was presided over by Wm. Roberts, President. Since the last meeting of the Association in December, the Legislature had passed the act asked for, separating the school Superintendence from that of the Secretaryship of the Commonwealth, and erecting an independent department with a superintendent, a deputy, and adequate clerical force. The first Superintendent under the new law was Henry C. Hickok, to whose industry and zeal in organizing, and carrying into efficient operation, the peculiar and somewhat intricate features of the system, its marvellous success was in a great measure due. After the usual preliminary business the President delivered his inaugural address. A report on "*The Effect of General Intellectual Culture on Manual*

*Labor*" was read by T. H. Burrowes, Esq. A report on "*The Claims of Teaching to the Rank of a Profession*" was read by J. P. Wickersham. An essay on "*Moral and Religious Instruction*," prepared by Mrs. Ira C. Mitchell, was read by the Secretary. An essay on "*School Discipline*" was read by S. B. McCormick. A resolution introduced on the subject of Permanent State Teachers' Certificates was discussed at considerable length, and the propriety of the measure strongly urged. An address was delivered by Hon. Henry C. Hickok on "*The Common School System of Pennsylvania*." Addresses were also delivered by the venerable Ex-Governor Ritner and Mr. Isaac Hazlehurst.

THE TENTH MEETING of the Association was held in the borough of Indiana from Dec. 29th to 31st, 1857, and was presided over by Wm. Roberts, President. A report "*On the Best Mode of Establishing Normal Schools*" was read by J. J. Stutzman. At the preceding session of the Legislature, a law, providing for a complete system of Normal Schools, had been passed. It made a division of the State into twelve nearly equal districts as to population, and provided for the establishment of a school capable of accommodating and instructing at least 300 pupils in each. It made no appropriation of money for lands or buildings. This report was based upon the act, and was principally devoted to devising plans for their establishment. An account was given, in the course of the discussion, of private Normal Schools and of Academies having teachers' classes, and a detail of the manner in which such schools could become State Institutions. A report "*On Methods of Teaching*" was read by A. Burtt. A report "*On the Dark and Bright Side of Teaching*" was read by S. B. McCormick. A report on "*Methods of Examining Teachers*" was read by E. Lamborn. A report on the "*Relation of Common Schools to the Higher Institutions of Learning*" was read by J. R. Sypher. The constitution was so amended as to provide for the holding the annual meeting in August, and for only one meeting a year. Delegates were appointed to the New York Association. The following persons were elected officers for the ensuing year: John F. Stoddard, President; S. P. Bollman, J. N. Caldwell, E. Lamborn and S. D. Ingram, Vice-Presidents; J. J. Stutzman and E. D. B. Porter, Recording Secretaries; J. N. Pierce, Corresponding Secretary; Amos Row, Treasurer; B. M. Kerr, S. Findley, J. L. Richardson, Wm. Roberts and J. T. Valentine, Executive Committee.

THE ELEVENTH MEETING of the Association was held at Scranton from August 10th to 12th, 1858, and was presided over by John F.

Stoddard, President. A delegation from the New York State Association was introduced and elected as honorary members. The President delivered the usual inaugural address. It was principally devoted to the school system of the State, with a recital of the several steps in its progress and improvement. By the provisions of the 41st section of the law of 1854, the County Superintendent is vested with the power to annul the certificate of a teacher, granted either by himself or by any of his predecessors in office. A resolution was offered early in the session recommending the repeal of this feature. The principal discussion was upon this topic. It was not alleged that any abuse of the power had in any case occurred, but that it was liable to occur, and that the rights of the teacher were insecure in consequence. At the close of the discussion the resolution was voted down by a large majority. A report on the "*Study of Mathematics*" was read by C. R. Coburn. An essay on "*The Sunny Side of Teaching*" was read by Miss M. E. Buckingham. An address was delivered by C. L. Lewis on the "*Importance and Method of the Study of History*." The Association was more numerously attended than at any previous meeting. The following persons were elected officers for the ensuing year: Frank Taylor, M. D., President; S. D. Ingram, J. L. Richardson, E. Lamborn and W. V. Davis, Vice-Presidents; S. A. Terrel and Wm. Sterling, Recording Secretaries; E. D. B. Porter, Corresponding Secretary; Amos Row, Treasurer; C. R. Coburn, C. W. Deans, Wm. Roberts, A. Donaldson and J. N. Pierce, Executive Committee.

THE TWELFTH MEETING of the Association was held at West Chester from the 2d to the 4th of August, 1859, and was presided over by Dr. Frank Taylor, President. An inaugural address was delivered by the President. The report of the Executive Committee was read by the chairman, C. R. Coburn. A circular letter, which had been addressed to each County Superintendent in the State, elicited the following facts: There were held, during the preceding year, institutes and associations in 49 counties, in most cases conducted by County Superintendents, and 300 township or district drills. A report on "*Teaching English Grammar*" was read by H. R. Warriner. A report on "*Punctuality and Regularity of Attendance*" was read by C. W. Deans. A report on the "*Rights of Pupils*" was read by J. N. Pierce. A report on the "*Method of Conducting Teachers' Institutes*" was read by F. A. Allen. A report on the "*Study of Natural Sciences*" was read by S. D. Ingram. A report on "*Blunders in Spelling*" was read by Wm. Roberts. A report on the "*Public School System of Philadelphia*" was read by

**W. H. Batt.** The committee appointed at the previous meeting to revise the Constitution, and prepare By-Laws, reported, and after some discussion and amendment the report was adopted. The changes in the Constitution were very slight. The annual fee for membership was reduced from one dollar to fifty cents; none but teachers were allowed to vote and hold office, and the time of holding the annual meeting was fixed for the first Tuesday in August. The following By-Laws were adopted:

## BY-LAWS.

*First.* An auditing committee, consisting of three persons, shall be appointed by the President on the first day of each annual meeting, whose duty it shall be to audit the Treasurer's account and report the condition of the treasury to the Association during the Association.

*Second.* The President shall appoint at the opening of each meeting, a committee, consisting of four persons, who shall enroll the names and record the addresses of all the members present, and leave a copy of their report in the hands of the Secretaries to be inserted with the minutes.

*Third.* The Executive Committee shall have power to appoint a Local Committee, to make the necessary local arrangements for the meetings of the Association.

*Fourth.* The Recording secretaries shall be paid each ten dollars annually for their services.

*Fifth.* The President's Inaugural Address shall be delivered at 2 o'clock, P. M., on the first day of the annual session.

A lecture on "*Education for the Times*" was delivered by Joseph Parish, M. D. An address was delivered by Hon. John M. Reed of the Supreme Court of Pennsylvania. At the conclusion of the meeting a splendid banquet was given to the members by the citizens of West Chester. The following persons were elected officers for the ensuing year: C. R. Coburn, President; J. L. Richardson, Jonathan Gause, David Dennison and Theophilus Weaver, Vice-Presidents; Wm. Sterling and S. D. Ingram, Recording Secretaries; Wm. H. Johnson, Corresponding Secretary; Amos Row, Treasurer; F. A. Allen, J. P. Sherman, J. A. Thompson, J. P. Wickersham and E. A. Lawrence, Executive Committee.

THE THIRTEENTH MEETING of the Association was held at Greensburg from August 7th to 9th, 1860, and was presided over by C. R. Coburn, President. An inaugural address was delivered by the President. The report of the Executive Committee was read by F. A. Allen, chairman. At the preceding meeting a resolution had been passed ordering the publication of the proceedings of the last session of the Association. The committee reported that no action had been taken in regard to the publication. A resolution was accordingly offered and passed, ordering the preparation of a volume comprising a selection from the best papers and proceedings of all the previous meetings, with a historical account of the origin and prog-

ress of the Association. A special committee, consisting of Frank Taylor, Samuel P. Bates and William Sterling, were appointed to discharge this duty. A report was read on the "Order of Studies" by J. T. Valentine. A report was read on the "Ancient Classics in Common Schools" by J. W. Gregory. A report was read on "Teaching English to German Children" by P. B. Witmer. A report on "Thoroughness in Teaching" was read by A. Smith. Essays were read by L. C. Beach on the "Duty of the Teacher to his Profession," by Miss M. B. Jackson on "A more Elevated Culture of Teachers," and by Miss M. McCord on "Pictures as Teachers." An address on the "Chemistry of the Sunbeam" was delivered by E. L. Yeomans, M. D. A lecture was delivered on "Entomology" by Rev. A. M. Stewart. The following persons were elected officers for the ensuing year: Andrew Burtt, President; John Miller, Azariah Smith, A. T. Douthett and E. Lamborn, Vice-Presidents; Wm. Sterling and J. H. Stewart, Recording Secretaries; C. R. Coburn, Corresponding Secretary; Amos Row, Treasurer; J. P. Sherman, A. H. Sunbower, J. W. Dickerson, F. A. Allen and S. R. Thompson, Executive Committee.

THE FOURTEENTH MEETING of the Association was held at Lewisburg from August 6th to 9th, 1861, and was presided over by Azariah Smith, Vice-President. A statement was made by the State Superintendent of his intention to call a meeting of the heads of Colleges, Academies, Female Seminaries, County Superintendents and Teachers of Public High Schools, for the purpose of mutual counsel, and asked for advice as to the most favorable time for holding it. The report of the Executive Committee was read by the chairman, J. P. Sherman. The report of the Auditing Committee showed a balance in the treasury of some \$300. A resolution was offered and carried that this sum, together with as much more as could be raised by voluntary contributions of teachers throughout the State, should be appropriated to the purchase of a cannon and equipments, on which should be inscribed "PRESENTED TO THE GOVERNMENT OF THE UNITED STATES BY THE PENNSYLVANIA STATE TEACHERS' ASSOCIATION FOR THE PURPOSE OF PUTTING DOWN REBELLION." Dr. T. H. Burrowes was appointed to purchase and present the cannon. A report was read on "An Educational Organ of the Association," by W. V. Davis; also one on "Ought Candidates for the Office of County Superintendent to be Examined?" A report on the "Professional Reading of Teachers" was read by Joseph Wilson. An address was delivered on the "Relation of the College to the Common School" by Prof. G. R. Bliss. An address was delivered on "A

*Finished Education*" by Prof. T. F. Curtis. Essays were read on the "Philosophy of Government" by Dr. C. T. Bliss, and by Miss M. A. Walton on "Nature's Teachings." An original poem was read by Miss Lydia M. Carner on "Change." Interesting discussions were maintained on the number of hours that the pupil should be required to devote to study per day, and upon the qualifications of County Superintendents. The following persons were elected officers for the ensuing year: Azariah Smith, President; S. D. Ingram, Isaac S. Geist, Joseph E. Jackson and David Heckendorf, Vice-Presidents; Wm. Sterling and Henry Houch, Recording Secretaries; Hiram C. Johns, Corresponding Secretary; Amos Row, Treasurer; Smedley Darlington, S. S. Jack, Geo. D. Scott, J. W. Dickerson and Thos. E. Rogers, Executive Committee.

THE FIFTEENTH MEETING of the Association was held at Reading from the 4th to the 6th of August, 1863, and was presided over, in the absence of the President, Mr. Smith, who had entered the military service, by S. D. Ingram, first Vice-President. The report of the Executive Committee for the years 1862-3 was read by the chairman, Smedley Darlington. The subject of the "*Prominent Object of Text-books*" was discussed at considerable length. The prevailing opinion was in favor of oral teaching to a much greater extent than was generally practiced. A report on the question "*How to Teach English to German Children*," was read by Rev. J. S. Ermentrout. A report on the "*Study of History in the Common Schools*" was read by Wm. F. Wyers. The subject of "*Military Drill in Our Schools*" was proposed for discussion, and called forth the longest and most interesting debate of the session. Encouraging a military or fighting spirit was strongly deprecated. Judge Pringle Jones, a graduate from West Point Military Academy, made an able speech upon the subject, and strongly defended the propriety and the necessity of a thorough military education. A lengthy explanation was given by Dr. Burrowes, why he had not yet purchased the Teachers' Cannon, as ordered by the Association. He reported \$720 subject to order. A resolution was passed ordering the purchase and presentation to be made. A beautiful poem on "*Pennsylvania, Her Past and Present*," was read by Miss Annie F. Kent. A lecture on "*Natural Science*" was delivered by Prof. S. D. Hillman. An address was delivered by Maj. Gen. Franz Sigel. He said he had been a teacher and a school director. His heart was with the teachers. They were to make this nation truly a republic. A free nation can not exist without the free schools. He did not fear the effect of a military education. If you at the same time implant in

the hearts of the youth a chivalrous sense of honor, and regard for the rights of others, there will be no military despotism. The following persons were elected officers for the ensuing year: Samuel D. Ingram, President; Isaac S. Geist, Jacob Ulp, John B. Storm and Henry Houch, Vice-Presidents; Wm. Sterling and John S. Ermentrout, Recording Secretaries; Robert Cruikshank, Corresponding Secretary; Amos Row, Treasurer; S. S. Jack, W. W. Woodruff, J. K. Hartzler, Reuben F. Hofford and A. N. Raub, Executive Committee.

THE SIXTEENTH MEETING of the Association was held at Altoona from the 2d to the 4th of August, 1864, and was presided over by S. D. Ingram, President. An inaugural address was delivered by the President. A report on "*Illustrated Science*," prepared by F. McKee, was read by Mr. Jack. This report led to the discussion of the general subject of Object Lessons, and drew out the speaking talent of the Association. While the utility of the real object-lesson system was highly commended, the mistaken idea of making it a mere routine exercise to be learned and recited by the page from a book, was condemned. A report on "*Stages of Mental Growth*" was read by J. S. Ermentrout. A report on "*The means to induce pupils to aim at a high standard of Intellectual Culture*" was read by Col. G. F. McFarland. This report led to an interesting discussion on the subject of prizes and emulation as incentives. A letter was read from Dr. Burrowes stating that arrangements had been made to purchase the Teachers' cannon, but it was found that the government ammunition would not fit it, and hence it was not yet in position. An essay was read by Miss Fannie M. Haley on the "*Personal Habits of Teachers*." An address was delivered on "*The Education of the Moral Nature*" by E. V. Gerhart, D. D., President of Franklin and Marshall College. An address was delivered on "*Liberal Education*" by Samuel P. Bates. An address was delivered on "*The Necessity of a True Order of Studies*" by Thomas Hill, D. D., LL. D., President of Harvard University. The following persons were elected officers for the ensuing year: F. A. Allen, President; Samuel P. Bates, I. S. Walthom, William H. Parker and J. H. Shoemaker, Vice-Presidents; G. F. McFarland and S. Z. Sharp, Recording Secretaries; R. McDivitt, Corresponding Secretary; Amos Row, Treasurer; Wm. F. Wyers, Chas. W. Deans, C. Elliott, A. T. Douthett and A. N. Raub, Executive Committee.

#### CONCLUSION.

From this brief account of the Proceedings of the Association, it

will be seen that it has proved an efficient agency in improving and perfecting the organic school law of the State. At the time of its organization there was indeed a common school system; but it possessed little vitality, and was accomplishing comparatively meager results. By discussion and agitation, and by memorials addressed to the Legislature, the law itself was thoroughly revised and its powers greatly enlarged—a County Superintendency was given—a costly school architecture was prepared and issued to every district—the School Journal was made the organ of the School Department and sent at the expense of the State to each school board—a separate School Department was erected—a complete and well-conceived Normal School organization was engrafted upon the law—and the whole system was so perfected that it stands a marvel of excellence—grand in its proportions and lofty in its purposes. That these results were mainly due to the enlightened and well-directed efforts of the Association can not be doubted. Its work in securing the improvement of the organic law has been well done, and is well nigh complete.

But there is another sphere that lies open before it, in which its future efforts must be directed, demanding its best judgment and clearest foresight. The principles which underlie the practice of teaching are as yet imperfectly understood. This is the ground on which future triumphs must be won. Questions that require profound wisdom to fathom must be considered, the false must be detected and be eliminated from the true, the traditions and practices of the fathers must be questioned, and the tests of reason and reflection must be rigidly applied. In this unlimited field of investigation it must now push forward and accomplish the great work whereunto it is called.

## LECTURES AND ADDRESSES.\*

- [The References attached to such as have been published, are to the "Penn. School Journal."]
- ADAMSON, Rev. J. C., D. D.—Lecture on the Study of Natural History, 1855.
- ANDREWS, LORIN, D. D., Pres. Marietta College, O.—Lecture on Teachers' Institutes, 1853.
- BATES, SAMUEL P., Dep. Superintendent of Common Schools of Pa.—An Address on Liberal Education, 1864. *Amer. Jour. of Ed.*, Vol. XIV. p. 155.
- BLISS, GEO. R., Prof. of Greek in Lewisburg University.—An Address on the Relation of the College to the Common Schools, 1861.
- BROWN, JOHN H.—Inaugural Address on the Duties and Responsibilities of the Teacher, 1853. \* *Pennsylvania School Journal*, Vol. II, p. 81.
- CURTIS, T. F., D. D., Prof. of Hebrew in Lewisburg University.—An Address on a Finished Education, 1861.
- COBURN, C. R., Superintendent of Bradford County.—Inaugural Address, 1860. Vol. IX., p. 85.
- DAVIES, CHARLES, LL. D., Prof. in West Point Military Academy.—On the Theory of Education, 1856.
- DAVIS, W. V.—Inaugural Address on the Claims and Future Prospects of the Teacher, 1855. Vol. IV., p. 50.
- GREGORY, JOHN.—Mind, 1853.
- GERHART, E. V., D. D., President of Franklin and Marshall College.—An Address—The Education of the Moral Nature, 1864.
- HILL, THOMAS, D. D., LL. D., Pres. of Harvard University.—An Address on the Necessity of a True Order of Studies, 1864.
- HICKOK, Hon. HENRY C., State Superintendent.—On the Common School System of Pennsylvania, 1857.
- HILLMAN, S. D., Prof. of Nat. Science in Dickinson College.—An Address on Natural Science, 1863. Vol. XII., p. 84.
- INGRAM, S. D., Superintendent of Dauphin county.—An Inaugural Address, 1864. Vol. XIII., p. 78.
- KENNEDY, ALFRED L., M. D.—On the Polytechnical Colleges of Europe, 1854.
- LEWIS, Prof. C. L.—An Address on the Importance and Method of the Study of History, 1858.
- PARISH, JOSEPH, M. D.—A Lecture on Education for the Times, 1859. Vol. VIII., p. 84.
- REED, Hon. JOHN M., Justice of the Supreme Court.—An Address on Past and Present Education, 1859.
- ROBERTS, WM.—Inaugural Address, 1857. Vol. VI., p. 80.
- POTTER, Rt. Rev. ALONZO, D. D., LL. D., Bishop of Pennsylvania.—An Address on Complete Culture, 1856.
- SCHENCK, Rev. B. S., D. D.—On the Common School System of Germany, 1857.
- SIGEL, Maj. Gen. FRANZ.—An Address on Republican Education, 1863.
- STEWART, Rev. A. M., An Address on Entomology, 1860.
- STODDARD, Prof. JOHN F.—Education and the Educator, 1853. Vol. II., p. 87. Inaugural Address, 1858. Vol. VII., p. 88.
- TAYLOR, FRANK, M. D., Superintendent of Chester County.—Inaugural Address, 1859. Vol. VIII., p. 67.
- THOMPSON, JAMES.—Language, 1853. Inaugural Address on the Philosophy of Education, 1854.
- TRAVIS, WILLIAM.—Address on the Responsibility and Qualifications of Teachers, 1852.
- WARRINER, W. R.—Lecture on Poetry, 1852.
- WICKERSHAM, J. P., Principal State Normal School.—Inaugural Address on the Philosophy of Teaching.
- YEOMANS, E. L., M. D.—Three Lectures on the Chemistry of the Sunbeam.

## SUBJECTS OF REPORTS, ESSAYS AND DISCUSSIONS.

- Ancient Languages, 1854. Normal Schools, 1853. Vol. II., p. 83.  
 Ancient Classics in Common Schools, Normal Schools, 1856. Vol. V., p. 257.  
 1860. Vol. IX., p. 91.\* Number of Hours of School, per day,  
 Blunders in Spelling, 1859. 1856. Vol. V., p. 92.  
 Best Mode of Establishing Normal Order of Studies, 1860. Vol. IX., p. 87.  
 Schools, 1857. Ought Candidates for the Office of Co.  
 Change, 1861. Vol. X., p. 92. Supt. to be Examined, 1861. Vol.  
 Claims of Teaching to the Rank of a X., p. 88.  
 Profession, 1857. Vol. VI., p. 87. Paid Agency, 1854.  
 Co-Education of the Sexes, 1854. Vol. Past, Present and Future of the Teachers  
 III., p. 87, 211. of Pa., 1854. Vol. III., p. 92.  
 Compulsory Attendance at School, Pennsylvania, Her Past and Present,  
 1854. Vol. III., p. 82. 1863. Vol. XII., p. 92.  
 Composition and Declamation, 1854. Personal Habits of Teachers, 1864.  
 Vol. III., p. 78. Philosophy of Government, 1861. Vol.  
 Development of the Religious Faculties, X., p. 87.  
 1855. Vol. IV., p. 84. Physiology and Ventilation, 1854. Vol.  
 Development of the Moral Faculties, III., p. 215.  
 1855. Vol. IV., p. 209. Pictures as Teachers, 1860.  
 Development of the Physical Faculties, Primary Schools, 1853. Vol. II., p. 224.  
 1855. Vol. IV., 214. Professional Reading of Teachers, 1861.  
 Duty of the Teacher to His Profession, Vol. X., p. 93.  
 1860. Public Examinations and Exhibitions,  
 Educational Organ of the Association, 1855. Vol. IV., p. 222.  
 1861. Vol. X., p. 95. Public School System of Philadelphia,  
 Effect of General Intellectual Culture 1859.  
 on Manual Labor, 1857. Vol. VI., Punctuality and Regularity of Attendance,  
 p. 91. 1859. Vol. VIII., p. 82.  
 Examination of Teachers, 1856. Rights of Pupils, 1859. Vol. VIII., p. 88.  
 High Schools, 1856. Relation of Secular and Sunday Schools,  
 How to Teach English to German 1856.  
 Children, 1863. Vol. XII., p. 81. Relation of Common Schools to Higher  
 Influence of Female Teachers, 1854. Institutions of Learning, 1857. Vol.  
 Vol. III., p. 85. VI., p. 255.  
 Illustrated Science, 1864. Vol. XIII., School District Libraries, 1854. Vol.  
 p. 79. III., p. 208.  
 Intellectual Development. Vol. IV., School Discipline, 1855. Vol. IV., p. 92.  
 p. 88. School System of Pa., 1855. Vol. IV.,  
 Infant Schools. Vol. V., p. 82. p. 218.  
 Means for a High Standard of Intellectual Culture, 1864. Vol. XIII., School Discipline, 1857. Vol. VI., p. 86.  
 p. 85. Stages of Mental Growth, 1864. Vol.  
 Mental Discipline, 1856. Vol. V., p. VII., p. 81.  
 78. State and County Superintendence, 1853.  
 Methods of Examining Teachers, 1857. Vol. II., p. 232.  
 Methods of Teaching, 1857. Vol. VI., Study of Natural Sciences, 1859. Vol.  
 p. 244. VIII., p. 95.  
 Method of Conducting Teachers' Institutes, 1859. Vol. XII., p. 88.  
 1859. Vol. VIII., p. 92. Study of History in Common Schools,  
 Military Drill in our Schools, 1863. 1863. Vol. XII., p. 88.  
 More Elevated Culture of Teachers, Study of Mathematics, 1858.  
 1860. Sunny Side of Teaching, 1858. Vol.  
 Moral Influence of the Teacher, 1854. VII., p. 116.  
 Moral, Religious and Intellectual Instruction, 1856. Vol. V., p. 261.  
 1856. Vol. V., p. 94. Teaching English Grammar, 1859. Vol.  
 Vol. VI., p. 83. VIII., p. 77.  
 Nature's Teachings, 1861. Vol. X., p. Teaching English to German Children,  
 90. 1860. Vol. IX., p. 95.

- Teacher and his Reward, 1855. Vol. Uses and Abuses of Text-books, 1853.  
IV., p. 205.  
Thoroughness in Teaching, 1860. Vol. Vocal Music, 1855. Vol. III., p. 76.  
IX., p. 92  
Truancy, its Causes and Cure, 1855. Workings of Public Schools in Philadelphia, 1855. Vol. IV., p. 82.  
Vol. V., p. 84.

## LIST OF MEMBERS, 1864.

- Bates, S. P., *Harrisburg*, Dauphin.  
Beano, V. B., *Middletown*, " "  
Bishop, Eliza, *Harrisburg*, "  
Bowman, Kate, *Lebanon*, Lebanon.  
Briggs, E. S., *Pittston*, Luzerne.  
Brown, C. W., 51 John Street, N. Y.  
Burrows, Thomas H., *Lancaster*, Lancaster.  
Coburn, C. R., *Harrisburg*, Dauphin.  
Coleman, Annie, *Pittston*, Luzerne.  
Conrad, Thos. N., *West Grove*, Chester.  
Cressman, P., *Philadelphia*, Philadelphia.  
Cruikshank, Robert, *Pottstown*, Montgomery.  
Darlington, Harriet B., *Ercildoun*, Chester.  
Darlington, Smedley, *Ercildoun*, Chester.  
Darlington, Rich'd., *Ercildoun*, Chester.  
Davis, Thos. P., ——, Schuylkill.  
Dickerson, Kate J., *Chester Springs*, Chester.  
Earhart, H. A., *Hockerville*, Dauphin.  
Eggers, E. A., *Philadelphia*, Philadelphia.  
Ermentrout, John S., *Reading*, Berks.  
Evans, David, *Lancaster*, Lancaster.  
Fischer, W. G., *Girard College*, Philadelphia.  
Freeland, A. E., *Pottsville*, Schuylkill.  
Fuller, Wesley W., ——, Juniata.  
Geist, I. S., *Marietta*, Lancaster.  
Gleim, Maria, *Lebanon*, Lebanon.  
Grider, J. M., *Mountville*, Lancaster.  
Guldin, Isaac W., *Pottstown*, Montgomery.  
Hallman, Benj., *Phœnixville*, Chester.  
Harpel, E. N., *Cornwall*, Lebanon.  
Hartzler, J. K., *Bellville*, Mifflin.  
Hatton, Addie, *Middleton*, Dauphin.  
Hillbush, E. R., *Mahony*, Northumberland.  
Hillbush, J. R., *Mahony*, Northumberland.  
Hillman, S. D., *Carlisle*, Cumberland.  
Hoffman, Francis C., *New Berlin*, Union.  
Hoffman, Levi J., *Geiger's Mills*, Berks.  
Houck, Henry, *Lebanon*, Lebanon.  
Hofford, R. F., *Lehightown*, Carbon.  
Ingram, S. D., *Harrisburg*, Dauphin.  
Jack, S. S., *Pleasant Unity*, Westmoreland.  
Jones, M. S., *Reading*, Berks.  
Kent, Annie, F., *Jennerville*, Chester.  
Light, Asaph S., *Lebanon*, Lebanon.  
Long, F. D., *Jersey Shore*, Lycoming.  
McCord, Mary, *Lewistown*, Mifflin.  
McFarland, Almira, *Reedsville*, Mifflin.  
McDivitt, Robert, *Huntingdon*, Huntingdon.  
Marshall, Helen R., *West Chester*, Chester.  
Martin, Rachel E., *Jersey Shore*, Lycoming.  
Mowry, J., *Harrisburg*, Dauphin.  
Newlin, Jesse, *Port Carbon*, Schuylkill.  
Nicks, H. R., *Kutztown*, Berks.  
Raub, A. N., *Cressona*, Schuylkill.  
Roberts, Wm., *Philadelphia*, Philadelphia.  
Row, Amos, *Harrisburg*, Dauphin.  
Rupp, John S., *Lebanon*, Lebanon.  
Schock, George F., *Hamburg*, Berks.  
Scott, George D., *Reading*, "  
Shannon, Jennie, *Pittston*, Luzerne.  
Shannon, Lizzie, " "  
Sharpless, S., *West Chester*, Chester.  
Shaw, Mary A., *Lewistown*, Mifflin.  
Shelley, W. H., *York*, York.  
Smith, B. J., *Pricetown*, Berks.  
Stewart, John A., *Reading*, Berks.  
Stewart, Mary E., *Lewistown*, Mifflin.  
Stirling, Wm., *Philadelphia*, Philadelphia.  
Storm, John B., *Stroudsburg*, Monroe.  
Stroup, W. K., *Lewistown*, Mifflin.  
Uhler, Sue A., *Lebanon*, Lebanon.  
Ulp, Jacob, *Northumberland*, Northumberland.  
Valentine, T. J., *Reading*, Berks.  
Welliver, J. N., *Lock Haven*, Clinton.  
Wells, George F., *Reading*, Berks.  
Wickersham, Emerine J., *Millersville*, Lancaster.  
Wickersham, J. P., *Millersville*, Lancaster.  
Williamson, Amanda C., *New London*, Chester.  
Woodruff, W. W., *West Chester*, Chester.  
Wyers, W. F., "

## II. PENNSYLVANIA EDUCATIONAL BIOGRAPHY.

### PRESIDENTS OF STATE TEACHERS' ASSOCIATION

---

#### THOMAS H. BURROWES, LL. D.

THOMAS HENRY BURROWES, President of the Convention in which the State Teachers' Association was formed, was born Nov. 16th, 1805, at Strasburg, Lancaster county, Pennsylvania, of highly respectable Irish parentage. His father returned to Ireland in 1810, came in 1817 to Quebec, went again to Ireland in 1822, and finally in 1825 returned to his former home in Pennsylvania. During these successive removals of the family his education was by no means neglected. At an English and classical school in Quebec, under private instructors or in private schools in Ireland, and for two years under a tutor of Trinity College, Dublin, he acquired a sound knowledge of the Latin and French languages, a considerable acquaintance with the Greek, and the rudiments of German, besides a practical training and knowledge of men and things of no less value, consequent upon a wandering life. In 1825 he commenced a course of legal study and general reading under Amos Ellmaker, Esq., of Lancaster; in 1828 entered the Yale College Law School, at the same time attending the scientific lectures of Professors Silliman and Olmsted, and of Dr. Knight, and in 1829 was admitted to the bar of Lancaster county. Becoming somewhat prominent in politics, he was elected to the State Legislature in 1831, and again in 1832, and in 1835 was appointed by Gov. Ritner to the office of Secretary of State, to which the superintendency of common schools was then *ex officio* attached. Here began his first connection with the educational interests of the State.

The Common School Law, drafted by Samuel Breck, member of the Senate from Philadelphia, had been passed in 1834 and slightly revised in 1835, but was still to be put into operation and was very incomplete. He at once examined into the condition of the law and of popular education in the State, had a revised bill prepared, which was passed in 1836, and from that time the system began in reality to be efficient. The most effective feature in this bill was one allowing each district to discontinue the school system if found unacceptable after a three years' trial. This obtained for the system a fair trial at the discretion of the people, and by the year 1849, under its operation, all opposition had ceased and the system was carried into general and permanent operation without dissent from any quarter.

During the years 1837 and 1838 Mr. Burrowes visited every county in the State, meeting and consulting with the teachers and school directors, and acquiring a store of information, obtainable in no other way, for the guidance of his official action. During his first three years at the head of the school department, many additions to the working machinery were made, and several suggestions for improvement offered in his Reports, most of the latter of which

have since been adopted. Among these were a county supervision of schools and a State Normal School system. In 1837 he published and circulated in all the districts of the State a plan and drawing for the improvement of existing school-houses and for more convenient furniture, which was at once largely adopted. This was one of the earliest attempts of the kind in the Union.

A change of administration occurring, the charge of the public schools passed early in 1839 into other hands, and Mr. Burrowes retired to his farm near Lancaster and seven years afterwards resumed the practice of law. As school director he had here great influence in elevating and perfecting the public schools of the town, and he also published a series of elaborate newspaper articles upon the school system, which aided in uniting and directing public sentiment throughout the State in favor of school improvement. At an Educational Convention held at Harrisburg in 1850 a detailed report was presented by him upon school superintendence. He was first President of the Lancaster County Teachers' Association, formed in 1851. In 1852 he established the "*Pennsylvania School Journal*," of which he has ever since been editor and proprietor. In the same year he presided over the Convention for the formation of the State Teachers' Association, all of whose meetings, but one, he has attended and reported, taking an active part in its work and deliberations. In January, 1853, he introduced the first Teachers' Institute in Eastern Pennsylvania, and from this time to 1856 he prepared and delivered numerous essays upon topics of educational interest, many of which were published. In 1854 he prepared the descriptive matter for the "*Pennsylvania School Architecture*." In 1857 he wrote the present Normal School Law of the State, having seen the unsurmountable opposition of the Legislature to the establishment of Normal Schools wholly at the State expense and to be controlled by State authority, and after having for years nourished the idea of Normal Schools independent of State aid and control, in his own vicinity.

In 1860 Mr. Burrowes again took charge of the common schools of the State as State Superintendent, the office having been made independent of the State Secretaryship in 1858, and during a term of three years from that date he infused much vigor into the administration. In 1864 he was appointed to establish schools for the education and maintenance of the destitute orphans of the soldiers of the State, and a fund, to be expended in 1865, of \$125,000 was placed at his disposal. He is now (1865) engaged in this work and has already over 1,000 orphans in the schools.\*

#### JOHN HORACE BROWN, A. M.

JOHN HORACE BROWN, elected the first President of the State Teachers' Association at its organization in 1852, was born in Cayuga county, New York, on the 20th of November, 1802. The limited opportunities of even an elementary education which that new settlement afforded, as well as those which his father's removal to Cumberland county, New Jersey, in 1812, secured for him, were diligently improved, and at the age of sixteen he commenced his career as a schoolmaster, in a primary school in the neighborhood, discharging its duties, during the summer, and attending school himself in the winter. In 1822 he removed to Philadelphia, and with the interval of a few years in teaching a pri-

\* For a fuller sketch of Dr. Burrowes' life, see Barnard's *American Journal of Education*, Vol. VI, pp. 107-355.

vate institution at Mount Joy and at Gettysburg, spent the rest of his days in the service of the public schools of that city until his death, which occurred on the 6th of March, 1858. He was for ten years before his death Principal of Zane Street Grammar School. He was one of the founders of the "Association of Teachers of Public Schools in Philadelphia" in 1843, and of the "State Teachers' Association" in 1852. He received the honorary degree of Master of Arts from the Faculty of Gettysburg College.

#### JAMES THOMPSON.

JAMES THOMPSON, the second President of the Association, was born at Ovid, Seneca county, N. Y., on the 3d of February, 1814. Obtaining his preparatory training in the Academy at Ovid, he entered Hobart College, at Geneva, where he spent two years, passing through the Sophomore and Junior classes, and from thence went to Union College at Schenectady, where he graduated in 1834. Before entering college he taught a private school at Vienna for one year, and immediately on graduation was called by his former preceptor in the Academy at Ovid, to assist him in the Academy at Ithaca, Tompkins county, N. Y., which he did for two years. From Sep., 1836, to June, 1837, he was engaged as assistant engineer on the Central Railroad in Georgia, and on his return to Ithaca, resumed the study of law, at the same time giving lectures in the Academy, of which he soon afterwards became Principal.

While in this position Mr. Thompson became deeply interested in the improvement of common schools, and in 1841 held the office of School Inspector, and in 1843 assisted Mr. J. S. Denman, the first County Superintendent of Tompkins county, in conducting the first County Teachers' Institute ever held in that section of the State. In the autumn of 1846 he accepted the professorship of language in "Pennsylvania Western University," at Pittsburg, where he continued for a year and more until the destruction of its buildings by fire, when he opened a private seminary for girls, which was highly popular. In 1847 was gathered together within the walls of the University the first Association of Teachers ever held in Alleghany county, which finally became organized in 1851 as a "Teachers' Institute," and was instrumental, through Prof. Thompson, in calling the convention at Harrisburg in 1852, which established the State Association, of which he was made President in 1853.

In the spring of 1858 Prof. Thompson left Pittsburg, and after spending a year at Wilmington, Del., he removed to New Haven, Conn., where he was engaged in teaching a female seminary, and attending upon a class in the Sanscrit, under the instruction of Prof. Whitney of Yale College. In the autumn of 1860 he was chosen Principal of the State Normal School of the Twelfth District of Pennsylvania, located at Edinboro', Erie county, where he labored indefatigably for three years to organize and build up that institution. In 1863 he was associated with Hon. T. H. Burrowes in organizing and putting in operation a system of education in Pennsylvania for orphan children of deceased soldiers and sailors.

#### WILLIAM VANLEAR DAVIS.

WILLIAM VANLEAR DAVIS, third President of the State Teachers Association, was born Oct. 9th, 1813, near Chambersburg, Pa. Early evincing a fondness for books, his father determined to afford him the means of a liberal education. He accordingly entered the Chambersburg Academy, where, for three years, he enjoyed the instruction of Dr. Crawford, afterwards celebrated as Principal of

the Preparatory Department of the Pennsylvania University. In 1831 he entered the Sophomore class of Washington College, Pa. At the end of two years he left this institution and entered Kenyon College, Ohio. Having finished his collegiate course with much honor, he was recalled to his native place to take charge, as Principal, of the Academy, which situation he filled for a period of fifteen years with marked ability and efficiency. In 1849 he entered upon a course of study preparatory to the practice of law, but circumstances interfering with the execution of his design, he accepted in August, 1853, a situation offered him in the High School at Lancaster, Pa. During his principalship this institution attained great popularity. In 1860 he was induced to resign this position and to take charge of a boarding school at Jersey Shore, Pa., whence he returned in the autumn of 1861 to Chambersburg. Here he remained until September, 1863, when, at the solicitation of his numerous friends, he returned to Lancaster city, and became Principal of the Lancaster Academy.

#### JAMES PYLE WICKERSHAM, A. M.

JAMES PYLE WICKERSHAM was born in Newlin township, Chester county, Pa., March 5th, 1825. In a well-regulated industrious home, in attendance on a common elementary school in winter, and in enough of good farm work in summer, he grew up till he was sixteen years old, when, with his father's consent, he undertook to achieve for himself something better in the way of intellectual culture by attending an academy, studying subjects in language and mathematics, which supplied mental discipline and food for afterthought, and by teaching schools at intervals to earn the means of continuing those studies. In the spring of 1845, he had won a position as Principal of the Academy at Marietta in Lancaster county, and established a home of his own, over which he had installed as wife Miss Emmaire Taylor, the daughter of Dr. Taylor of Chester. Here he not only achieved a reputation for his institution, but took such part in the educational movements of his county and the State, that when the system of county superintendence was established in 1854, he was invited to fill the post, with a salary equal to that paid any State officer. He administered this office with such intelligence and efficiency as to demonstrate its importance to the successful working of the school system. Out of his judicious labors as Superintendent, and especially out of one of his County Institutes, held long enough to show that professional knowledge and skill could be systematically imparted to young and inexperienced teachers, originated, and under his judicious management was developed the State Normal School at Millersville—a monument of wise and patient labor of which any educator in the land might be proud. In 1852 he was one of the founders of the State Association, and the first Chairman of its Executive Committee, and President in 1856. As embodying the fruits of his study and experience in the educational field, J. B. Lippincott & Co. published, in 1864, a volume entitled, "*School Economy*," which is to be followed by another on "*Methods of Instruction*," and a third on "*Methods of Culture*." These treatises will prove valuable contributions to our educational literature. In the summer of 1863 Mr. Wickersham, on the urgent appeal of Governor Curtin for volunteers, raised a full regiment from the teachers of Lancaster county, which he commanded for three months. At the annual meeting in August, 1865, Mr. Wickersham was elected President of the National Teachers' Association.







Engraved by John Leonard 1842

J. P. Pickersham



*G. F. Stoddard*

PRESIDENT OF THE PENN. STATE TEACHERS ASSOCIATION IN 1857





## WILLIAM ROBERTS.

WILLIAM ROBERTS, fifth President of the Association, was born in New Jersey, but removed while a youth to Philadelphia, and in the year 1823 commenced his career as a teacher for one year in the Children's Asylum, then under the charge of the Guardians of the Poor, and for four years in a private boys' school. After a brief experience in a public office he resumed his vocation as a teacher, commencing with a "School for Young Ladies," which he conducted with success for five years. In April, 1836, he took charge of the Moyamensing, since called the Ringgold School, in the city of Philadelphia, and remained in connection with it for a period of twenty-five years. When he first commenced his duties in this school the Lancasterian or monitorial system was in use, and he spent fifteen days in the Model School in Chester Street, for the purpose of obtaining a knowledge of its practical operations. For several months he taught by this inefficient method. His school increasing to more than 200 pupils, he was allowed the next year the services of a male assistant, and in the succeeding year three lady assistants. He was an active member, and for several years an officer, of the "City Teachers' Association," and one of the first Vice-Presidents, and was among the originators of the State Teachers' Association, of which he was elected President in 1856. He was also one of the original members of the "National Teachers' Association," of which he has been an active member and a Vice-President. Mr. Roberts is the author of a "*History of the United States*" for the use of Schools, which has been adopted as the text-book for the Public Schools of Philadelphia and elsewhere.

## JOHN FAIR STODDARD.

JOHN F. STODDARD, the sixth President of the State Teachers' Association, was born in Greenfield, Ulster county, New York, on the 30th of July, 1825. His rudimentary education was acquired at the district school in his native town, and his more advanced course at academies in Dutchess and Orange counties, N. Y. He became, at the age of sixteen, teacher of a district school, and it was in the experience of two years in this vocation that he discovered the motives and the ambition which have governed his subsequent course. The mathematical character of his own processes of thought naturally led him to adopt logical and consistent methods of instruction, and induced the preparation of his "*Intellectual Arithmetic*," which he employed for two years in manuscript. He graduated at the New York State Normal School at Albany in 1847, having made mathematics and kindred sciences his principal study. On leaving the Normal School he took charge of the "Liberty Normal Institute," which soon became marked for its thoroughness of instruction, and which was appointed by the Regents of the University one of the Academies of the State for the Education of Teachers. The commendations bestowed upon his manuscript text-book by Prof. D. P. Page of the New York State Normal School led to its publication and to further efforts at authorship. The issue of this work was soon followed by the succeeding numbers of his "*Normal Series of Mathematics*," and subsequently by the Series of Algebraic Works of Stoddard and Henkle as joint authors. In 1853 Mr. Stoddard received the degree of A. M. from the New York University. In Nov., 1851, he was elected President of the University of Northern Pennsylvania, where he established a Normal School Department, and devoted his efforts to the education of teachers, which now became the chief object of his efforts.

In this work his labors were abundant in writing and lecturing, in conducting Teachers' Institutes and in more direct effort in Normal Schools. At the opening of the Lancaster County Normal School, in Nov., 1855, he became its Principal, but in 1857 he purchased the property of the University of Northern Pennsylvania, and reopened the school with upwards of 120 teachers in attendance. The buildings were unfortunately destroyed by fire during the same month. By the solicitation of friends of education and teachers he established temporarily, at Montrose, Pa., "The Susquehanna County Normal School," and about 300 students, most of them teachers, annually enjoyed its privileges and advantages until Sep., 1859. In 1854 he became County Superintendent of Wayne county, Pa., and in 1857 he was elected President of the Pennsylvania State Teachers' Association. Returning in 1859 to his native State, chiefly on account of the greater facilities afforded in the city of New York for pursuing his favorite studies, he became Principal of one of the Public Schools of that city, where he remained until the beginning of 1864, when he resigned. He has since resided at Greenfield, Ulster county, taking part in the instruction of Institutes, so far as the state of his health will admit.

FRANKLIN TAYLOR, M. D.

FRANKLIN TAYLOR, seventh President of the Pennsylvania State Teachers' Association, was born at Kennett, Chester county, Penn., August 10th, 1822. After a course of preparatory study at academies at Wilmington, Del., Meridian, N. H., and Lenox, Mass., he studied for a time in Harvard University, and in 1844 visited Europe, spending two years at the Heidelberg University and attending a course of medical lectures at Paris. After his return, he completed his medical studies in Philadelphia and there received the degree of M. D. in 1848. In August, 1848, he was delegate to the National Free Soil Convention at Buffalo, of which body he was also acting Secretary. Through interest in the revolutionary movements in Europe, he again traveled through Germany, Austria, Italy, and Greece, in 1849, and visited Kossuth and his co-patriots at Kutaya in Asia Minor. Returning to America in 1850, he delivered a series of lectures in different cities upon European politics, and mainly through his efforts to induce the Government to intercede in behalf of the Hungarian and Polish exiles, a national vessel was commissioned by Congress to receive Kossuth and his companions when released and to convey them to this country. Deeply interested in the subject of education and in order to supply a most prominent want of the district-schools, he opened in 1852 a Normal School at Kennett Square, which was soon filled with pupils. He was elected County Superintendent in 1857, and shortly after opened a Normal School at West Chester, in connection with F. A. Allen and Dr. E. Harvey, but was soon compelled by the duties of his office to resign his interest in it. His three years of official service were distinguished by the number and interest of the Teachers Institutes and by his success in arousing popular interest and effort. In 1858 he was elected President of the State Teachers' Association. His lectures upon educational topics in various parts of the State have been numerous.





Engraved by George H. Durrie.

Chauncy Robbins





## CHARLES R. COBURN, A. M.

CHARLES RITTENHOUSE COBURN, State Superintendent of Common Schools, was born June 5th, 1809, in a log cabin in what is now Bradford county, Penn. His father had emigrated from Connecticut; his mother was the daughter of Rev. Enoch Pond, of Wrentham, Mass.; both united in giving their son what they could—a careful religious home education. Brought up in the midst of a wilderness, without roads or farms, with but rudimentary schools and but few books in an entire community, his early passion for study was pursued under difficulties which taxed to the utmost his ingenuity, energy and powers of endurance. His first attempt at teaching was made in the winter of 1827 in Owego, N. Y., at a salary of \$8 per month. He traveled thither on foot, having his wardrobe in one cotton handkerchief, his library of borrowed books in another. In the summer of 1833, while teaching in Tioga county, N. Y., he heard, from J. Orville Taylor, the first lecture on the subject of education, which moved him to the determination to make the promotion of education, and especially a free universal education, the object of his life. Until visiting an academy near Rochester, in 1834, he had not seen a work on algebra or geometry, but now borrowing an old copy of Simpson's Algebra, he commenced the study of the higher mathematics in earnest. In 1837 he was employed as assistant in the Owego Academy, where he remained several years, with several interruptions on account of ill health. During this time he spent a few weeks at the New York State Normal School, and was also engaged in teaching public schools. In 1848 he was elected President of the New York State Teachers' Association, which position he filled for the space of two years, to the satisfaction of all. During the years 1852 and 1853 he was one of the editors of the New York Teacher, and he has also contributed many articles to the educational journals of other States. His lectures also on the cause of education have been many. In 1852 he received the honorary title of A. M. from Madison University, and in 1854 he was intrusted with the charge of the Normal and Mathematical Department of the Susquehanna Collegiate Institute in his native county. In 1857 he was elected Superintendent of Schools for the same county, which post he filled for six years. During the same time, he was for one year President of the Pennsylvania State Teachers' Association. In 1863 he was appointed by the Governor of Pennsylvania to the office of State Superintendent of Common Schools.

## ANDREW BURTT.

ANDREW BURTT, ninth President of the Association, was born on the 17th of February, 1817, near Pittsburg, Pa., of New England parentage. His life affords yet another instance of the triumph of a strong will and a fixed purpose over adverse circumstances. Thrown at the age of nine years entirely upon his own resources, he worked for two years in a coal mine, and afterwards, for about five years, upon a farm near the city, attending school three months each winter. His instructor for the two last years being a Mr. Matthew Simpson, one of the best scholars and most enthusiastic teachers in that vicinity, he thus secured a thorough elementary training, and yet more, became imbued with an ardent love of knowledge. When about fifteen years of age he was apprenticed to the trade of a glassblower, but having been elected at the age of twenty, Superintendent of a large and flourishing Sabbath School, he was led to believe from his success

that he could be most useful as a teacher, and immediately set about preparing himself for that work, continuing still to labor at his trade. In 1843 he was chosen Principal of the Male Department of the Birmingham Public Schools, where he continued seven years. He was then engaged as Principal of the Minersville Schools for one year, when he was appointed to the superintendency of the Fifth Ward Public Schools of Pittsburgh, which office he continued to fill for several years with great success. In 1858 Mr. Burt received the degree of A. M. from Jefferson College, and about the same time prepared and published a "Grammar of the English Language," which is used almost exclusively as a textbook in the Public Schools of Alleghany County. In connection with his school he has undertaken the training of a large class of young ladies for the business of teaching, and for several years past has conducted Normal Classes during evening hours, and has always been active in assisting to organize and sustain Teachers' Associations in and about Pittsburgh.

#### AZARIAH SMITH.

AZARIAH SMITH, tenth President of the Association, was born Jan. 12th, 1833, in Middlefield, Mass. As is true with most farmers' boys of that section, attendance at the common district school alternated with labor upon the farm, until his thirteenth year. During the three years following he continued to work upon the farm, but spent a portion of each year in study at the Williston Seminary, East Hampton, Mass., and at Manlius Academy, Onondaga county, N. Y. To these opportunities should be added the tuition of an elder brother in 1845-50, and the benefit of a winter's school-teaching in his native district in 1850-51. In 1851 Mr. Smith entered the Freshman class of the New York Central College, where he graduated in 1855, but remained an instructor of Greek two years longer. In Nov., 1857, he removed to Kishacoquillas Seminary, Mifflin county, Pa., where he taught during the succeeding year. From August, 1859, to May, 1863, he held the office of County Superintendent of Mifflin county. Being a ready and eloquent speaker, and an apt teacher, he elevated and improved the standard of teachers' qualifications, and, by lectures and addresses delivered in every part of the county and by able articles in the local papers, gave new life and energy to the educational sentiment of the people. In August, 1860, he was elected one of the Vice-Presidents of the State Association, and at the meeting in the August following, held at Lewisburg, he presided, in the absence of the President, and was elected President for the ensuing year. In June, 1863, Mr. Smith accepted a responsible position in the Office of the Superintendent of the United States Military Telegraph, for the Department of the Cumberland.

#### SAMUEL D. INGRAM.

SAMUEL DELAPLAINE INGRAM, the eleventh President of the Association, was born in Kennett township, Chester county, Pa., on the 9th of November, 1817. He was left an orphan while yet young, but under the care of his uncle, Jonathan Gause, who was an experienced teacher, Principal of West Chester Academy and afterwards at the head of a boarding-school at West Bradford, on the Brandywine, he acquired a substantial English education. In 1836, immediately after the adoption of the present school law of Pennsylvania, he engaged in teaching a term of eight months in Sadsbury township, Chester county. The experience of these eight months was invaluable. Having been elected Principal of the Male Grammar School of the North Ward, Harrisburg, he entered





J. W. Smith

*J. A. Allen*

Principal of State Normal School Mansfield Pa.





on the duties of this position in June, 1837, which he held for nine years, giving general satisfaction, when, at the solicitation of the Directors, he took charge of the Female Grammar School of the same ward. This situation he held until the adoption of the County Superintendency in 1854, when he was elected Superintendent of Dauphin county, which office he held for several years. Having been educated among the Friends, it was not until 1855 that he connected himself with the Presbyterian Church of Harrisburg. He was present at the organization of the State Teachers' Association of Pennsylvania, and has always taken an active part in educational movements. He was elected President of the Association at Reading in 1863, and presided at Altoona.

FORDYCE A. ALLEN.

FORDYCE A. ALLEN, twelfth President of the Association, was born in Cummington, Hampshire county, Mass., on the 10th of July, 1820. After such preparation as could be gained during successive removals of the family to Tioga county, Pa., afterwards to Ohio, then again to his native town in Massachusetts, and finally to Chautauqua county, N. Y., his first attempt at teaching was made in the winter of 1839, in a neighboring county of Pennsylvania. Subsequently he taught for five years with success in Chautauqua county, N. Y., and by giving instruction in winter secured funds sufficient to maintain himself at school the remainder of the year. In this way he pursued his studies at an academy in Pennsylvania, and at the Alexander Classical School in New York, for a period of four years. In 1845 he entered upon the career in which he has since won a well-deserved distinction, of conducting Teachers' Institutes, having in that year assisted Mr. D. P. Page in giving instruction to a body of teachers in Chautauqua county, and for each succeeding year for twenty years it has been his privilege to conduct large institutes in New York, Pennsylvania, New Jersey, Ohio, Maryland and Wisconsin—in the latter State in coöperation with Hon. Henry Barnard, then Chancellor of the State University. In 1854 Mr. Allen was elected the first County Superintendent of McKean county, having previously been engaged in teaching an Academy at Smethport, the county seat, and continued, during the three years, to discharge efficiently and successfully the duties of this office. He also edited during this period a county paper, "*The McKean Citizen*." At the expiration of his term of office, in 1857, he was for some time engaged in assisting the State Superintendent, Mr. Hickock, in holding Teacher's Institutes in several counties throughout the State. In 1858 Mr. Allen removed to West Chester, Pa., where he became Principal of the Chester County Normal School, which he conducted for six years with such success that, in 1864, he was unanimously called to be Principal of the State Normal School at Mansfield, Tioga county, Pa. In this new and responsible position he has achieved great success, having brought up the attendance to two hundred and fifty pupils.

Mr. Allen has found time in the midst of his other duties to prepare a "*Primary Geography*," and subsequently, in conjunction with Mr. Shaw, a "*Comprehensive Geography*," as the second volume of a series. Mr. Allen has been an active member of the State Association, serving as a member and chairman of the Executive Committee, and in 1864 was elected President.

## SAMUEL PENNIMAN BATES, LL. D.

SAMUEL P. BATES, was born in Mendon, Mass., on the 29th of January, 1827, The rudiments of his education were obtained at a common school in a rural district. At the age of sixteen he commenced teaching a common school in Milford, and was continued in the same school for five successive seasons at regularly increasing pay. His success led him to commence the study of the ancient languages, with the design of pursuing a course of liberal culture. He pursued his preparatory studies at the Worcester Academy, under that profound scholar and excellent teacher, Nelson Wheeler. In the summer of 1847, he entered Brown University, and graduated in 1851. He ranked first in his class in mathematics. For nearly a year after graduating he pursued a course of English and classical literature, a period which he regards as more pleasantly and profitably spent than any other portion of his educational life. In the summer of 1852 he was tutor in the family of Edgar Huidekoper, of Meadville, Pa. At the end of a year he accepted the Principalship of the Meadville Academy, which, under his judicious management, became one of the most flourishing institutions in Western Pennsylvania. Here he organized, in 1853, a teachers' class, before which he delivered a course of lectures on the Theory and Practice of Teaching, which course was continued until 1857, and of the two or three hundred pupils who were annually in attendance the greater portion became teachers.

In 1857 Mr. Bates was chosen Superintendent for Crawford county, one of the largest and most influential counties in the State. Much antagonism during the previous three years had been manifested to the office. But his labors were successful in quieting opposition and in exciting an ardent enthusiasm in its favor. By a thorough examination of teachers, a system of school visitation, and a practical course of instruction in the Teachers' Institutes, he infused a new life and animation into the three or four hundred schools which came under his charge, and by his labors in institutes in neighboring counties, assisted materially in establishing the popularity and usefulness of these meetings. These lectures were published in 1860 in a volume entitled "*Institute Lectures*," by the Messrs. Barnes & Burr, as one of the volumes of their Teachers' Library, and was followed in 1862 by a volume entitled "*Method of Teachers' Institutes and the Theory of Intellectual Education*."

In 1858 was organized the Western Pennsylvania Teachers' Association, and at the first meeting, at Pittsburg, Mr. Bates delivered his lecture on the "*Dignity of the Teachers' Profession*," and was elected its first President. In March, 1860, he delivered, by request, before the Crawford County Institute, "*A Discourse Commemorative of the Life and Character of John Barker, D. D., President of Alleghany College*," which was published in pamphlet form.

At the triennial election of County Superintendents in May, 1860, Mr. Bates was reelected for a second term, but accepted instead the office of Deputy State Superintendent, which, under his administration of its duties, has become the main reliance of the department for acting directly on the teachers of the public schools, and for becoming acquainted with the condition of the academies and colleges of the Commonwealth. The degree of LL. D. was conferred by Westminster College in 1865, and in the same year he was elected President of the State Teachers' Association.







Engraved by George E. Donisthorpe, N.Y.

*Samuel P. Bates*



## PHILADELPHIA ASSOCIATION OF TEACHERS.

### EARLIER SOCIETIES IN PHILADELPHIA.

In connection with an account of the Philadelphia Association, it may be of interest to give a brief history of other Philadelphia societies for educational and kindred purposes. The first school, under the charge of Enoch Flower, was opened early in 1683 and but little more than a year after the settlement of the colony. In 1689 the Society of Friends united in the establishment of what was for sixty years the only public (*i. e.*, free) and the best school in the province. This, the "*Friends' Public School*," was incorporated in 1697 upon the petition of Samuel Carpenter, Edward Shippen, Anthony Morris, James Fox, David Lloyd, William Southby, and John Jones—a corporation that still has charge of the Friends' School on Fourth Street, and of ten or twelve other schools in and near the city. In 1749, by the suggestion and efforts and under the direction of Benjamin Franklin, an Association was formed, entitled the "*Trustees of the Academy and Charity School of the Province of Pennsylvania*,"\* by whom a school of high grade was opened in 1750 and a charter obtained in 1753. From this school arose the present University of Pennsylvania, in the organization of which, the original distinctive features of the College, Academy, and Charity Schools, are still maintained.

In 1728, Franklin organized the club called the "*Junto*," by whom also the "*Library Company of Philadelphia*" was started in 1731. In 1743, as a result of Dr. Franklin's circular, "*Proposals for promoting Useful Knowledge in the British Plantations of America*," the American Philosophical Society was formed, of which Thomas Hopkinson was President, and Benjamin Franklin, Secretary.†

\* The original Trustees were James Logan, Thomas Lawrence, William Allen, John Inglis, Teoch Francis, William Masters, Lloyd Zachary, Samuel M'Call, Jr., Joseph Turner, Benjamin Franklin, Thomas Leech, William Shippen, Robert Stretell, Philip Syng, Charles Willing, Phineas Bond, Richard Peters, Abraham Taylor, Thomas Bond, Thomas Hopkinson, William Plumstead, Joshua Maddox, Thomas White, and William Coleman.

† The other members were Dr. Thomas Bond, John Bartram, Thomas Godfrey, Samuel Rhoads, William Parsons, Dr. Phineas Bond, and William Coleman. Six of the members were also members of the "Junto."

In 1750, another "*Junto*" appeared, which in 1768 was organized as the "*American Society, held at Philadelphia, for promoting Useful Knowledge*," with Benjamin Franklin as President. The two Societies were, in 1768, united into one, the present "*American Philosophical Society for promoting Useful Knowledge*," and Benjamin Franklin was elected the first President.

In 1796 an Association of ladies was formed, chiefly through the exertions of Misses Ann Parrish and Catherine W. Morris, for the purpose of educating girls without charge. A similar Society for the instruction of boys was originated in 1799 by William Neckervis, Philip Garrett, Joseph Briggs, and others, which in 1801 was incorporated under the title of the "*Philadelphia Society for the Establishment and Support of Charity Schools*." For many years the schools under the charge of this Society were almost the only ones where education was given gratuitously. In 1807 another Society, the "*Philadelphia Associate of Friends for the Instruction of Poor Children*," was formed through the agency of Thomas Scattergood and others. These Societies are still in operation.

The first attempt of the State to provide a general system of education was by the Act of April, 1809, providing "for the education of the poor, gratis." This law was amended in 1812 but was so defective, partial, and oppressive in its provisions that it remained almost entirely inoperative. In consequence of the distress prevalent among the poor of the city in the winter of 1816-'17, the "*Society for the Promotion of Public Economy*" was established and committees were appointed to report upon various subjects, among which was that of public schools. This committee was composed of Roberts Vaux, Chairman; Jonah Thompson, Ebenezer Ferguson, John Claxton, John Robbins, Joseph M. Paul, Samuel B. Morris, William Fry, Rev. P. F. Mayer, Joseph Rotch, Thomas F. Learning, and Joseph R. Paxson. Their report, through the continued efforts of the committee, effected the passage of the Act of March, 1818, "to provide for the education of children at public expense in the city and county of Philadelphia," which, with some modifications, has continued in force till the present day. In March, 1824, a law was passed "for a general system of education," which provided for the election of "schoolmen" in every township, who should superintend the education of the poor children within their townships and "cause them to be instructed and treated as other children are treated." This law was repealed in 1826.

In February, 1824, as the result of efforts that had been begun in 1822, the "*Franklin Institute*" was formed "for the purpose of

promoting the mechanic arts and of improving the condition, character, and prospects of the industrious class of society by whom they are exercised." Lectures were immediately commenced, schools for drawing and mathematics opened, in 1826 the publication of the "*Franklin Journal*" was entered upon, and in September of the same year a High School was opened, which was maintained for over ten years with great efficiency under the able direction of William R. Johnson. The Franklin Institute is still in active and useful operation.

In 1827 the "*Society for the Promotion of Public Schools in Pennsylvania*" was formed, with Roberts Vaux as President, and among the officers were Matthew Carey, Walter R. Johnson, Gerald Ralston, John Sergeant, John Wurts, and other distinguished men of Philadelphia. This Society published several reports upon the subject of common schools, in 1830 memorialized the Legislature and urged the establishment of a system of primary and common schools and teachers' seminaries, republished for circulation the school report of New York for 1830 and other documents, and also attempted to procure a collection of school-books for comparison and selection. Its last meeting was held in Dec., 1831. In April of the same year, an Act had been passed establishing a school fund, but no general school law was enacted until 1834, and then mainly through the efforts of Samuel Breck, a member of the State Senate from Philadelphia.

## PHILADELPHIA ASSOCIATION OF TEACHERS.

An Association of Teachers in Philadelphia existed in 1812 and in 1820, but we learn from one who taught there with great success, that "its objects were more for convivial and financial purposes—the fixing of rates of tuition and the enjoyment of a supper—than for professional improvement, although many of its members were sadly in need of such improvement, having, as it were, *fallen* into their position of schoolmasters from inability to start in any other respectable occupation. '*Lang Syne*' does not exaggerate the deficiencies of even the best schools."\*

By invitation of William Russell and A. Bronson Alcott, then associate teachers of the Germantown Academy, the most prominent teachers in Philadelphia met on the 11th and 15th of Feb., 1831, for the purpose of forming an Association and establishing a Journal devoted to the general interests of education. Among those present were Rev. Dr. M. M. Carll, Dr. J. M. Keagy, Dr. Brewer, Walter R.

\* See Schools as they Were in Philadelphia, in Barnard's Am. Jour. of Ed., Vol. XLII, p. 748.

Johnson, A. Bolmar, Smith, and Lincoln. A more public meeting was held on the 17th of February in the hall of the Franklin Institute, at which a constitution, drawn up by Mr. Russell, was proposed and discussed, and on the following evening adopted. On the 5th of March the following officers were elected, the principal teachers of the city being in attendance :—

*Corresponding Secretary.*—Rev. Dr. M. M. Carll.

*Recording Secretary.*—W. R. Johnson.

*Board of Directors.*—Dr. J. M. Keagy, Dr. Brewer, William Russell, A. B. Alcott, A. Bolmar, Mr. Leavenworth, and Mr. Pierce.

*Publishing Committee.*—Messrs. Carll, Keagy, Russell, Alcott, and Johnson.

*Finance Committee.*—Messrs. Brewer, Johnson, and Leavenworth.

A Board of Lecturers was also appointed, with designated subjects. The members of the Board of Directors were severally to preside in turn as Chairmen of the meetings.

Lectures were afterwards delivered by Mr. Alcott, upon the "*Principles of Early Education*," and by Mr. Russell, on "*Methods of Teaching*." In May a proposition from William C. Woodbridge to unite the proposed Journal with the "*Annals of Education*" was discussed and declined. In November its publication was finally determined upon, under the title of the "*Journal of Instruction of the Philadelphia Association of Teachers*," with Mr. Russell as responsible editor. It was to be a semi-monthly sheet of twelve pages, in fine type. The first number appeared on the 1st of January, 1832, containing papers by Russell, Alcott, Carll, Keagy, and Johnson, including an article upon the objects of a Journal of Instruction, and a review of Gallaudet's Book on the Soul. Three additional numbers followed, containing papers on "*Maternal Influence*," "*Aristotle as an Educator*," "*Neglect of Infancy*," &c. With the failure of the publisher in March, the publication was suspended, and of the meetings or action of the Association we have no further information.

In 1835 there existed a "*Philadelphia Lyceum of Teachers*," by whom a State Educational Convention was called, which met at Winchester, Aug. 18th, 1835. The Philadelphia Lyceum was represented by Dr. J. M. Keagy, N. Dodge, Josiah Holbrook, J. H. Brown, Victor Value, and John Simmons. The "*Pennsylvania Association of Monitorial Teachers*" were also represented by Dr. Wright, Thomas Eastman, and J. M. Coleman. The "*Bucks County Education Society*" and the "*York Association of Teachers*" had also their delegates in the Convention. Nothing more is known of these Associations. A "*State Lyceum*" was organized by the Convention, of which Jonathan Roberts, of Montgomery county,

was elected President; and Dr. J. M. Keagy, John Beck, Jacob Weaver, J. H. Gordon, and Jonathan Gause, Vice-Presidents. The principal subject of discussion was the importance of the study of Natural History and of Natural Science generally in schools. A similar meeting was held on the 24th of March following at Harrisburg, during the session of the Legislature, Joseph Lawrence presiding. Probably nothing more was effected by this Society.

On the 31st of August, 1850, a meeting of the male Principals of the Public Grammar Schools was held in the Zane Street Grammar School, at which, after due consideration, a committee was appointed to prepare the plan of a permanent organization. On the 7th of September, this committee reported to an adjourned meeting the draft of a constitution for the "Philadelphia Association of the Principals of Public Schools," which was adopted, and the Association was organized by the election of J. H. Brown, *President*; J. C. Fisher, *Corresponding Secretary*; J. Joyce, *Recording Secretary*; and A. B. Jones, *Treasurer*. For several years, monthly meetings were held, with a good attendance, and regular essays and discussions on topics of professional and school interest. During the distracting period of the war, the meetings became irregular, and the attendance thin; but since the annual meeting in September, 1865, "a new interest has been awakened, and a determination exhibited by several of its sixty-five active members, comprising nearly all the male teachers of the Public Schools, to make this Association one of the leading organizations of its kind in the country." It meets on the first Saturday of each month, in the Girls' High and Normal School Building. Each teacher pays one dollar on signing the constitution, and an annual fee of fifty cents. The officers elected in September, 1865, are W. H. Hunter, *Pres.*; Geo. W. Fetter, *Vice-Pres.*; Geo. H. Stout, *Cor. Sec.*; O. K. Sabold, *Rec. Sec.*; and M. Watson, *Treas.*

## VI. NORMAL SCHOOLS AND TEACHERS' SEMINARIES.

BY CALVIN E. STOWE, D. D.

THE following remarks were originally prepared and delivered as an Address before the College of Professional Teachers in Cincinnati and Columbus, Ohio. They were first published in the American Biblical Repository for July, 1839, and in the same year republished in Boston by Marsh, Capen, Lyon and Webb, in a little volume, with the author's "Report on Elementary Public Instruction in Europe, which was made to the General Assembly of Ohio, in December, 1837."

"Ich versprach Gott: Ich will jedes preussische Bauerkind für ein Wesen ansehen, das mich bei Gott verklagen kann, wenn ich ihm nicht die beste Menschen- und Christen-Bildung schaffe, die ich ihm zu schaffen vermöge."

"I promised God, that I would look upon every Prussian peasant child as a being who could complain of me before God, if I did not provide for him the best education, as a man and a Christian, which it was possible for me to provide."—Dinter's Letter to Baron Von Altenstein.

WHEN the benevolent Franke turned his attention to the subject of popular education in the city of Hamburgh, late in the seventeenth century, he soon found that children could not be well taught without good teachers, and that but few good teachers could be found unless they were regularly trained for the profession. Impressed with this conviction, he bent all his energies toward the establishment of a Teachers' Seminary, in which he finally succeeded, at Halle, in Prussia, about the year 1704; and from this first institution of the kind in Europe, well qualified teachers were soon spread over all the north of Germany, who prepared the way for that great revolution in public instruction, which has since been so happily accomplished under the auspices of Frederick William III. and his praiseworthy coadjutors. Every enlightened man, who, since the time of Franke, has in earnest turned his attention to the same subject, has been brought to the same result; and the recent movements in France, in Scotland; in Massachusetts, Connecticut, New York, Ohio, and other States in the American Union, all attest the very great difficulty, if not entire impossibility, of carrying out an efficient system of public instruction without seminaries expressly designed for the preparation of teachers.

Having devoted some attention to this subject, and having spent considerable time in examining institutions of the kind already established in Europe, I propose in this paper to exhibit the result of my investigations. In exhibiting this result, I have thought proper to draw out, somewhat in detail, what I suppose would be the best plan, on the whole, without expecting that all parts of the plan, in the present state of education in our country, will be carried into immediate execution. I propose what I think ought to be aimed at, and what, I doubt not, will ultimately be attained, if the spirit which is now awake on the subject be not suffered again to sleep.

The sum of what I propose is contained in the six following propositions, namely:

I. The interests of popular education in each State demand the establishment, at the seat of government, and under the patronage of the legislature, of a NORMAL SCHOOL,† that is, a *Teachers' Seminary and Model-school*, for the instruction and practice of teachers in the science of education and the art of teaching.

\* See page

† The French adjective *normal* is derived from the Latin noun *norma*, which signifies a carpenter's square, a rule, a pattern, a model; and the very general use of this term to designate institutions for the preparation of teachers, leads us at once to the idea of a *model-school for practice*, as an essential constituent part of a *Teachers' Seminary*.

II. Pupils should not be received into the Teachers' Seminary under sixteen years of age, nor until they are well versed in all the branches usually taught in common schools.

III. The model-school should comprise the various classes of children usually admitted to the common schools, and should be subject to the same general discipline and course of study.

IV. The course of instruction in the Teachers' Seminary should include three years, and the pupils be divided into three classes, accordingly.

V. The senior classes in the Teachers' Seminary should be employed, under the immediate instruction of their professors, as instructors in the model-school.

VI. The course of instruction in the Teachers' Seminary should comprise lectures and recitations on the following topics, together with such others as further observation and experience may show to be necessary:

1. A thorough, scientific, and demonstrative study of all the branches to be taught in the common schools, with directions at every step as to the best method of inculcating each lesson upon children of different dispositions and capacities, and various intellectual habits.

2. The philosophy of mind, particularly in reference to its susceptibility of receiving impressions from mind.

3. The peculiarities of intellectual and moral development in children, as modified by sex, parental character, wealth or poverty, city or country, family government, indulgent or severe, fickle or steady, &c., &c.

4. The science of education in general, and full illustrations of the difference between education and mere instruction.

5. The art of teaching.

6. The art of governing children, with special reference to imparting and keeping alive a feeling of love for children.

7. History of education, including an accurate outline of the educational systems of different ages and nations, the circumstances which gave rise to them, the principles on which they were founded, the ends which they aimed to accomplish, their successes and failures, their permanency and changes, how far they influenced individual and national character, how far any of them might have originated in premeditated plan on the part of their founders, whether they secured the intelligence, virtue, and happiness of the people, or otherwise, with the causes, &c.

8. The rules of health, and the laws of physical development.

9. Dignity and importance of the teacher's office.

10. Special religious obligations of teachers in respect to benevolent devotedness to the intellectual and moral welfare of society, habits of entire self-control, purity of mind, elevation of character, &c.

11. The influence which the school should exert on civilization and the progress of society.

12. The elements of Latin, together with the German, French, and Spanish languages.

On each of the topics above enumerated, I shall attempt to offer such remarks as may be necessary to their more full development and illustration; and then state the argument in favor of, and answer the objections which may be urged against, the establishment of such an institution as is here contemplated.

To begin with the first proposition.

I. The interests of popular education in each state demand the establishment, at the seat of government, and under the patronage of the legislature, of a Normal School, that is, a Teachers' Seminary and model-school, for the instruction and practice of teachers in the sciences of education and the art of teaching.

If there be necessity for such an institution, there can be little doubt that the legislature should patronize and sustain it; for, new as our country is, and numerous as are the objects to which individual capital must be applied, there can be no great hope, for many years to come, of seeing such institutions established and supported by private munificence. It is a very appropriate object of legislative patronage; for, as the advantages of such an institution are clearly open to all the citizens of the State, and equally necessary to all, it is right that each should sustain his proper share of the expense.

Reserving my general argument in favor of these establishments till after a

more full development of their object, organization, and course of study, I shall confine my remarks under this head to the subject of legislative patronage, and the influence which such an institution would exert, through the legislature and officers of government, on the people at large. And in order that the institution may exert the influence here contemplated, it will appear obviously necessary that it be placed at the seat of government.

Popular legislators ought to have some objects in view besides the irritating and often petty questions of party politics. Any observing man, who has watched the progress of popular legislation among us, cannot but have noticed the tendency of continued and uninterrupted party bickering to narrow the mind and sour the temper of political men, to make them selfish, unpatriotic, and unprincipled. It is highly necessary for their improvement as men, and as republican lawgivers, that the bitterness and bigotry of party strife should sometimes be checked by some great object of public utility, in which good men of all parties may unite, and the contemplation and discussion of which shall enlarge the views and elevate the affections. The legislatures of several states have already had experience of these benefits. The noble institutions for deaf mutes, for the blind, and for the insane, which have grown up under their care, and been sustained by their bounty, are not less beneficial by the moral influence they exert, every year, on the officers of government who witness their benevolent operations, than by the physical and intellectual blessings which they confer on the unfortunate classes of persons for whom they were more particularly designed. Who can witness the proficiency of the blind and the mute in that knowledge which constitutes the charm of life, as witnessed in the annual exhibitions of these institutions at Columbus, during the sessions of the legislature, without feeling the blessedness of benevolence, and inwardly resolving to be himself benevolent! Without some such objects in view, political character deteriorates, and the legislator sinks to the demagogue. When our American Congress has had noble objects in view; when it has been struggling for the rights of man, and the great principles which are the foundations of free institutions, it has been the nursery of patriotism and the theater of great thoughts and mighty deeds; but when its objects have been mean, and its aims selfish, how sad the reverse in respect to its moral character and national influence!

Colleges, and institutions for the higher branches of classical learning, have seldom flourished in this country under legislative patronage; because the people at large, not perceiving that these institutions are directly beneficial to them, allow their legislators to give them only a hesitating, reluctant, and insufficient support. No steady, well-digested plan of improvement is carried consistently through, but the measures are vacillating, contradictory, and often destructive, not from want of sagacity to perceive what is best, but simply from want of interest in the object, and a consequent determination to maintain it at the cheapest rate. But an institution of the kind here contemplated, the people at large will feel to be for their immediate benefit. It is to qualify teachers for the instruction of their own children; and among the people throughout most of the free States, there is an appreciation of the advantages and necessity of good common-school instruction, which makes them willing to incur heavy sacrifices for the sake of securing it. They will, therefore, cheerfully sustain their legislators in any measure which is seen to be essential to the improvement and perfection of the common-school system; and that the establishment of a Normal School is essential to this, I expect to prove in the course of this discussion.

Supposing the institution to be established at the seat of government, under proper auspices, the legislature would every year witness its beneficial results; they would attend the exhibitions of its pupils both in the seminary and in the model-school, as they now, in several States, attend the exhibitions of the blind and mute; their views would be enlarged, their affections moved, their ideas of what constitutes good education settled; they would return to their constituents full of zeal and confidence in the educational cause, and impart the same to them; they would learn how schools ought to be conducted, the respective duties of parents, teachers, and school officers; they would become the most efficient missionaries of public instruction; and, ere long, one of the most important errands from their constituents would be, to find for them, in the Teachers' Seminary, a suitable instructor for their district school. Such an influence will be to

the school system, what electricity is to the operations of nature, an influence unceasing, all-pervading, lightning-winged.

The Superintendent of Public Instruction, in every State, would be essentially aided by such an institution at the seat of government. He greatly needs it as a fulcrum to pry over, when he would move the legislature or the people. He cannot bring the legislature to the common schools, nor these to the legislature, to illustrate existing deficiencies or recommend improvements; but here is a model constructed under his own eye, which he can at any moment exhibit to the legislature, and by which he can give complete illustrations of all his views.

As the young men in the seminary grow up, he watches their progress, and ascertains the peculiar qualifications and essential characteristics of each individual; and, as he passes through the State, and learns the circumstances and wants of each community, he knows where to find the teacher best fitted to carry out his views, and give efficiency to the system in each particular location. Nothing is lost; the impression which he makes is immediately followed up and deepened by the teacher, before it has time to cool and disappear. A superintendent of schools without a Teachers' Seminary, is a general without soldiers, depending entirely on the services of such volunteers as he can pick up on his march, most of whom enlist but for the day, and go home to sleep at night.

Such is a brief view of the reasons for legislative patronage, and a location at the seat of government. I do not imagine that one institution will be enough to supply the wants of a whole state; but let THE ONE be established first, and whatever others are needed will speedily follow.\*

We now proceed to our second general proposition.

II. Pupils should not be received into the Teachers' Seminary under sixteen years of age, nor until they are well versed in all the branches usually taught in the common schools.

The age at which the pupils leave the common school is the proper age for entering the Teachers' Seminary, and the latter should begin just where the former closes. This is young enough; for few persons have their judgments sufficiently matured, or their feelings under sufficient control, to engage in school-teaching by themselves, before they are twenty years old. It is not the design of the Teachers' Seminary to go through the common routine of the common-school course, but a thorough grounding in this is to be assumed as the foundation on which to erect the structure of the teacher's education.

III. The model-school should comprise the various classes of children usually admitted to the common schools, and should be subject to the same general discipline and course of study.

The model-school, as its name imports, is to be a model of what the common school ought to be; and it must be, therefore, composed of like materials, and subject to similar rules. The model-school, in fact, should be the common school of the place in which the Teachers' Seminary is situated; it should aim to keep in advance of every other school in the State, and every other school in the State should aim to keep up with that. It is a model for the constant inspection of the pupils in the teachers' department, a practical illustration of the lessons they receive from their professors; the proof-stone by which they are to test the utility of the abstract principles they imbibe, and on which they are to exercise and improve their gifts of teaching. Indeed, as School-counselor Dinter told a nobleman of East-Prussia, to set up a Teachers' Seminary without a model-school, is like setting up a shoemaker's shop without leather.

IV. The course of instruction in the Teachers' Seminary should include three years, and the pupils be divided into three classes, accordingly.

The course of study, as will be seen by inspecting it in the following pages, cannot well be completed in less time than this; this has been found short enough for professional study in the other professions, which is generally commenced at a maturer age, and after the pupil has had the advantage of an academical or collegiate course; and if it is allowed that five or seven years are not too much to be spent in acquiring the trade of a blacksmith, a carpenter, or any of the

\* This article was written in its special reference to Ohio, and the new States of the West. In some of the older States, the expense of living at the seat of government might operate as an objection to the location of the Seminary there.

common indispensable handcrafts, surely three years will not be deemed too much for the difficult and most important art of teaching.

V. The senior class in the Teachers' Seminary should be employed, under the immediate inspection of their professors, as instructors in the model-school.

The model-school is intended to be not only an illustration of the principles inculcated theoretically in the seminary, but is calculated also as a school for practice, in which the seminary pupils may learn, by actual experiment, the practical bearing of the principles which they have studied. After two years of theoretical study, the pupils are well qualified to commence this practical course, under the immediate inspection of their professors; and the model-school being under the inspection of such teachers, it is obvious that its pupils can suffer no loss, but must be great gainers by the arrangement.

This is a part of the system for training teachers which cannot be dispensed with, and any considerable hope of success retained. To attempt to train practical teachers without it, would be like attempting to train sailors by keeping boys upon Bowditch's Navigator, without ever suffering them to go on board a ship, or handle a ropeyarn. One must begin to teach, before he can begin to be a teacher; and it is infinitely better, both for himself and his pupils, that he should make this beginning under the eye of an experienced teacher, who can give him directions and point out his errors, than that he should blunder on alone, at the risk of ruining multitudes of pupils, before he can learn to teach by the slow process of unaided experience.

#### VI. Course of instruction in the Teachers' Seminary.

1. A thorough, scientific, and demonstrative study of all the branches to be taught in the common schools, with directions, at every step, as to the best method of inculcating each lesson on children of different dispositions and capacities, and various intellectual habits.

It is necessary here to give a general outline of a course of study for the common schools of this country. The pupils usually in attendance are between the ages of six and sixteen, and I would arrange them in three divisions, as follows:

FIRST DIVISION, including the youngest children, and those least advanced, generally between the ages of six and nine.

*Topics of Instruction.*—1. Familiar conversational teaching, in respect to objects which fall daily under their notice, and in respect to their moral and social duties, designed to awaken their powers of observation and expression, and to cultivate their moral feelings.

2. Elements of reading.
3. Elements of writing.
4. Elements of numbers.
5. Exercises of the voice and ear—singing by rote.
6. Select readings in the Pentateuch, Psalms, and Gospels.

SECOND DIVISION, including those more advanced, and generally between the ages of nine and twelve.

- Topics of Instruction.*—1. Exercises in reading.
2. Exercises in writing.
  3. Arithmetic.
  4. Elements of geography, and geography of the United States.
  5. History of the United States.
  6. Moral and religious instruction in select Bible narratives, parables, and proverbs.
  7. Elements of music, and singing by note.
  8. English grammar and parsing.

THIRD DIVISION, most advanced, and generally between the ages of twelve and sixteen.

- Topics of Instruction.*—1. Exercises in reading and elocution.
2. Calligraphy, stenography, and linear drawing.
  3. Algebra, geometry, and trigonometry, with their application to civil engineering, surveying, &c.
  4. English composition, forms of business, and book-keeping.
  5. General geography, or knowledge of the earth and of mankind.
  6. General history.

7. Constitution of the United States, and of the several States.
8. Elements of the natural sciences, including their application to the arts of life, such as agriculture, manufactures, &c.
9. Moral instruction in the connected Bible history, the life and discourses of Christ, the religious observation of Nature, and history of Christianity.
10. Science and art of vocal and instrumental music.

Thorough instruction on all these topics I suppose to be essential to a complete common-school education; and though it may be many years before our schools come up to this standard, yet I think nothing short of this should satisfy us; and, as fast as possible, we should be laboring to train teachers capable of giving instruction in all these branches. When this standard for the common school has been attained, then, before the pupil is prepared to enter on the three years' course of study proposed in the Teachers' Seminary, he must have studied all the topics above enumerated, as they ought to be studied in the common schools.

The study of a topic, however, for the purpose of applying it to practical use, is not always the same thing as studying it for the purpose of teaching it. The processes are often quite different. A man may study music till he can perform admirably himself, and yet possess very little skill in teaching others; and it is well known that the most successful orators are not unfrequently the very worst teachers of elocution. The process of learning for practical purposes is mostly that of combination or synthesis; but the process of learning for the purpose of teaching is one of continued and minute analysis, not only of the subject itself, but of all the movements and turnings of the *feelers* of the mind, the little *antennæ* by which it seizes and retains its hold of the several parts of a topic. Till a man can minutely dissect, not only the subject itself, but also the intellectual machinery by which it is worked up, he cannot be very successful as a teacher. The orator analyzes his subject, and disposes its several parts in the order best calculated for effect; but the mental processes by which he does this, which constitute the tact that enables him to judge right, as if by instinct, are generally so rapid, so evanescent, that it may be impossible for him to recall them so as to describe them to another; and it is this very rapidity of intellectual movement, which gives him success as an orator, that renders it the more difficult for him to succeed as a teacher. The musician would perform very poorly, who should stop to recognize each volition that moves the muscles which regulate the movement of his fingers on the organ-keys; but he who would teach others to perform gracefully and rapidly, must give attention to points minute as these. The teacher must stop to observe and analyze each movement of the mind itself, as it advances on every topic; but men of genius for execution, and of great practical skill, who never teach, are generally too impatient to make this minute analysis, and often, indeed, form such habits as at length to become incapable of it. The first Duke of Marlborough was one of the most profound and brilliant military men that ever lived; but he had been so little accustomed to observe the process of his own mind, by which he arrived with such certainty at those astounding results of warlike genius which have given him the first rank among Britain's soldiers, that he could seldom construct a connected argument in favor of his plans, and generally had but one answer to all the objections which might be urged against them, and that was usually repeated in the same words,—“Silly, silly, that's silly.” A like remark is applicable to Oliver Cromwell, and several other men distinguished for prompt and energetic action. The mental habits best adapted for effect in the actual business of life are not always the mental habits best suited to the teacher; and the Teachers' Seminary requires a mode of instruction in some respects different from the practical school.

The teacher, also, must review the branches of instruction above enumerated with reference to their scientific connections, and a thorough demonstration of them, which, though not always necessary in respect to their practical application to the actual business of life, is absolutely essential to that ready command which a teacher must have over them in order to put them into the minds of others.

Nor is this all. There is a great variety of methods for inculcating the same truth; and the diversities of mind are quite as numerous as the varieties of method. One mind can be best approached by one method, and another mind by another; and in respect to the teacher, one of the richest treasures of expe-

rience is a knowledge of the adaptation of the different methods to different minds. These rich treasures of experience can be preserved, and classified, and imparted in the Teachers' Seminary. If the teacher never studies his profession, he learns this part of his duties only by the slow and wasteful process of experimenting on mind, and thus, in all probability, ruins many before he learns how to deal with them. Could we ascertain how many minds have been lost to the world in consequence of the injudicious measures of inexperienced and incompetent teachers; if we could exhibit, in a statistical table, the number of souls which must be used up in qualifying a teacher for his profession, by intrusting him with its active duties without previous study, we could prove incontrovertibly that it is great want of economy, that it is a most prodigious waste, to attempt to carry on a system of schools without making provision for the education of teachers.

2. The philosophy of mind, particularly in reference to its susceptibility of receiving impressions from mind.

The teacher should learn, at least, not to spoil by his awkward handling what Nature has made well; he should know how to preserve the intellectual and moral powers in a healthful condition, if he be not capable of improving them. But, through ignorance of the nature of mind, and its susceptibilities, how often are a teacher's most industrious efforts worse than thrown away—perverting and destroying rather than improving! Frequently, also, the good which is gained by judicious efforts in one direction is counteracted by a mistaken course in another.

Under this head there should be a complete classification of the sources of influence, a close analysis of the peculiar nature and causes of each, and of its applicability to educational purposes. There should be also a classification of the errors liable to be committed, with a similar analysis, and directions for avoiding them. It appears to me that there are some valuable discoveries yet to be made in this branch of knowledge; and that, for the purposes of education, the powers of the mind are susceptible of a classification much better than that which has hitherto generally been adopted.

3. The peculiarities of intellectual and moral development in children, as modified by sex, parental character, wealth or poverty, city or country, family government, indulgent or severe, fickle or steady, &c.

These diversities all exist in every community, and exert a most important influence on the developments of children; and no teacher can discharge his duties diligently and thoroughly without recognizing this extensive class of influences. The influence of sex is one of the most obvious, and no successful teacher, I believe, ever manages the boys and the girls of his school in precisely the same manner. But the other sources of influence are no less important. Parental character is one. Parents of high-minded and honorable feeling, will be likely to impart something of the same spirit to their children. Such children may be easily governed by appeals to their sense of character, and perhaps ruined by the application of the rod. If parents are mean-spirited and selfish, great allowance should be made for the failings of their children, and double diligence employed to cultivate in them a sense of honor.

The different circumstances of wealth and poverty produce great differences in children. The rich child generally requires restraint, the poor one encouragement. When the poor are brought in contact with the rich, it is natural that the former should feel somewhat sensitive as to the distinctions which may obtain between them and their fellows; and in such cases special pains should be taken to shield the sensibilities of the poor child against needless wounds, and make him feel that the poverty for which he is no way blamable is not to him a degradation. Otherwise he may become envious and misanthropic, or be discouraged and unmanned. But how often does the reverse of this take place, to the great injury of the character both of the poor and the rich! Surely it is misfortune enough to the suffering child that he has to bear the ills arising from ignorance or negligence, vice or poverty, in his parents; and the school should be a refuge for him, where he can improve himself and be happy.

Again, city and country produce diversities in children almost as great as the difference of sex. City children are inclined to the ardent, quick, glowing temperament of the female; country children lean more to the cooler, steadier,

slower development of the male. City children are more excitable; by the circumstances in which they are placed, their feelings are kept in more constant and rapid motion, they are more easily moved to good, and have stronger temptation to evil; while country children, less excitable, less rapid in their advances toward either good or evil, present, in their peculiarities, a broad and solid foundation for characters of stable structure and enduring usefulness. Though human nature is every where the same, and schools present the same general characteristics; yet the good country teacher, if he remove to the city, and would be equally successful there, will find it necessary to adopt several modifications of his former arrangements.

Many other circumstances give rise to diversities no less important. It is the business of the Teachers' Seminary to arrange and classify these modifying influences, and give to the pupil the advantages of an anticipated experience in respect to his method of proceeding in regard to them. No one will imagine that the teacher is to let his pupils see that he recognizes such differences among them; he should be wise enough to keep his own counsel, and deal with each individual in such manner as the peculiar circumstances of each may render most productive of good.

4. The science of education in general, and full illustration of the difference between education and mere instruction.

Science, in the modern acceptance of the term, is a philosophical classification and arrangement of all the facts which are observed in respect to any subject, and an investigation from these facts of the principles which regulate their occurrence. Education affords its facts, and they are as numerous and as deeply interesting as the facts of any other science; these facts are susceptible of a philosophical classification and arrangement as the facts of chemistry or astronomy; and the principles which regulate their occurrence are as appropriate and profitable a subject of investigation as the principles of botany or zoology, or of politics or morals. I know it has been said by some, that education is not a science, and cannot be reduced to scientific principles; but they who talk thus either make use of words without attaching to them any definite meaning, or they confound the idea of education with that of the mere art of teaching. Even in this sense the statement is altogether erroneous, as will be shown under the next head.

The teacher should be acquainted with these facts, with their classification, their arrangement and principles, before he enters on the duties of his profession; or he is like the surgeon who would operate on the human body before he has studied anatomy, or the attorney who would commence practice before he has made himself acquainted with the first principles of law.

It is a common error to confound education with mere instruction; an error so common, indeed, that many writers on the subject use the words as nearly, if not entirely, synonymous. Instruction, however, comprehends but a very small part of the general idea of education. Education includes all the extraneous influences which combine to the formation of intellectual and moral character; while instruction is limited to that which is directly communicated from one mind to another. "Education and instruction (says Hooker) are the means, the one by use, the other by precept, to make our natural faculty of reason both the better and the sooner to judge rightly between truth and error, good and evil." A man may become well educated, though but poorly instructed, as was the case with Pascal and Franklin, and many others equally illustrious; but if a man is well instructed, he cannot, without some great fault of his own, fail to acquire a good education. Instruction is mostly the work of others; education depends mainly on the use which we ourselves make of the circumstances by which we are surrounded. The mischiefs of defective instruction may often be repaired by our own subsequent efforts; but a gap left down in the line of our education is not so easily put up, after the opportunity has once passed by.

5. The art of teaching.

The art of teaching, it is true, is not a science, and cannot be learned by theoretic study alone, without practice. The *model-school* is appropriately the place for the acquisition of this art by actual practice; but, like all the rational arts, it rests on scientific principles. The theoretical instruction, therefore, in this branch, will be limited mainly to a development of the principles on which it is

founded ; while the application of those principles will be illustrated, and the art of teaching acquired, by instructing in the model-school under the care of the professors, and subject to their direction and remarks. The professor assigns to the pupil his class in the model-school, he observes his manner of teaching, and notices its excellences and defects ; and after the class is dismissed, and the student is with him alone, or in company only with his fellow-students, he commends what he did well, shows him how he might have made the imperfect better, and the erroneous correct, pointing out, as he proceeds, the application of theoretic principles to practice, that the lessons in the model-school may be really an illustration of all that has been taught in the Teachers' Seminary.

6. The art of governing children, with special reference to the imparting and keeping alive of a feeling of love for children.

Children can be properly governed only by affection ; and affection, rightly directed, is all-powerful for this purpose. A school governed without love is a gloomy, mind-killing place ; it is like a nursery of tender blossoms filled with an atmosphere of frost and ice. Affection is the natural magnet of the mind in childhood ; the child's mind is fitted by its Creator to be moved by a mother's love ; and cold indifference or stern lovelessness repels and freezes it. In governing children there is no substitute for affection, and God never intended there should be any.

General rules can be given for the government of a school ; the results of experience can be treasured up, systematized, and imparted ; the candidate for the teacher's office can be exercised to close observation, patience, and self-control ; and all these are essential branches of instruction in the art of governing. Still, if there be no feeling of love for children, all this will not make a good school-governor. There is great natural diversity in individuals in regard to this, as in all other affections ; yet every one whom God has fitted to be a parent has the elements of this affection, and these elements are susceptible of development and improvement.

7. History of education, including an accurate outline of the educational systems of different ages and nations ; the circumstances which gave rise to them ; the principles on which they were founded ; the ends which they aimed to accomplish ; their successes and failures, their permanency and changes ; how far they influenced individual and national character ; how far any of them might have originated in premeditated plan on the part of their founders ; whether they secured the intelligence, virtue, and happiness of the people, or otherwise, with the causes, &c.

To insure success in any pursuit, the experience of our predecessors is justly considered a valuable, and generally an indispensable aid. What should we think of one who claimed to be a profound politician while ignorant of the history of political science ; while unacquainted with the origin of governments, the causes which have modified their forms and influences, the changes which have taken place in them, the different effects produced by various systems under diverse influences, and of the thousand combinations in which the past treasures wisdom for the future ? What should we think of the lawyer who knew nothing of the history of law ? or of the astronomer, ignorant of the history of astronomy ? In every science and every art we recognize the value of its appropriate history ; and there is not a single circumstance that gives value to such history, which does not apply, in all its force, to the history of education. Yet, strange to say, the history of education is entirely neglected among us ; there is not a work devoted to the subject in the English language ; and very few, indeed, which contain even notices or hints to guide one's inquiries on this deeply interesting theme. I wish some of those writers who complain that education is a hackneyed subject, a subject so often and so much discussed, that nothing new remains to be said upon it, would turn their inquiries in this direction, and I think they will find much, and that too of the highest utility, which will be entirely new to the greater part even of the reading population.

Man has been an educator ever since he became civilized. A great variety of systems of public instruction have been adopted and sustained by law, which have produced powerful and enduring influences ; and are we to set sail on this boundless ocean entirely ignorant of the courses, and soundings, and discoveries of our predecessors ?

The Hebrew nation, in its very origin, was subjected to a premeditated and thoroughly systematized course of national instruction, which produced the most wonderful influence, and laid the foundation for that peculiar hardihood and determinateness of character, which have made them the astonishment of all ages, a miracle among nations. A full development of this system, and a careful illustration of the particulars which gave it its peculiar strength, and of the circumstances which perverted it from good to evil, which turned strength into the force of hate, and perseverance into obstinacy, would be a most valuable contribution to the science of general education. The ancient Persians and Hindoos had ingenious and thoroughly digested systems of public instruction, entirely diverse from each other, yet each wonderfully efficacious in its own peculiar way. The Greeks were a busily educating people, and great varieties of systems sprung up in their different states and under their different masters, all of them ingenious, most of them effective, and some of them characterized by the highest excellences. Systems which we cannot and ought not to imitate, may be highly useful as warnings, and to prevent our trying experiments which have been often tried before, and failed to be useful. The Chinese, for example, have had for ages a system which is peculiarly and strictly *national*; its object has always been to make them *Chinese*, and nothing else; it has fully answered the purpose intended; and what has been the result?\* A nation of machines, a people of patterns, made to order; a set of men and women wound up like clocks, to go in a certain way, and for a certain time, with minds wonderfully nice and exact in certain little things; but as stiff, as unsusceptible of expansion, as incapable of originating thought, or deviating from the beaten track, as one of their own graven images is of navigating a ship. In short, they are very much such a people as the Americans might become in a few centuries, if some amiable enthusiasts could succeed in establishing what they are pleased to denominate a system exclusively *American*. Education, to be useful, must be expansive, must be universal; the mind must not be trained to run in one narrow channel: it must understand that human beings have thought, and felt, and acted, in other countries than its own; that the results of preceding efforts have their value, and that all light is not confined to its own little Goshen.

When a science has become fixed as to its principles, when its facts are ascertained and well settled, then its history is generally written. Why, then, have we no history of education in our language? Simply, because the science of education, with us, is yet in its infancy; because, so far from being a hackneyed or an exhausted subject, on which nothing new remains to be said, its fundamental principles are not yet so ascertained as to become the basis of a fixed science. It cannot be pretended that there are no materials for the composition of such a history. We are not destitute of information respecting the educational systems of the most ancient nations, as the Chaldeans, Assyrians, Egyptians, and Carthaginians; and in respect to the Hindoos, the Persians, the Greeks, the Romans, the Chinese, the modern Europeans, the materials for their educational history are nearly as ample as those for their civil history; and the former is quite as important to the educator as the latter is to the civilian. The brief and imperfect, but highly interesting sketches, given by Sharon Turner in his History of England, afford sufficient proof of my assertion; and they are to a full history of English education, as the first streaks of dawn to the risen sun. Should Teachers' Seminaries do nothing else than excite a taste and afford the materials for the successful pursuit of this branch of study only, they would more than repay all the cost of their establishment and maintenance. Systems of education which formed and trained such minds as arose in Egypt, in Judea, in Greece—systems under whose influence such men as Moses and Isaiah, Solon, and Plato, and Paul, received those first impressions which had such commanding power over their mighty intellects, may afford to us many valuable suggestions. The several topics to which I have above alluded, as particularly worthy of notice in a history of those systems, are too obviously important to require a separate illustration.

8. The rules of health and the laws of physical development.

The care of the body while we are in this world is not less important than

the culture of the mind; for, as a general fact, no mind can work vigorously in a feeble and comfortless body; and when the forecastle of a vessel sinks, the cabin must soon follow. The educating period of youth is the time most critical to health; and the peculiar excitements and temptations of a course of study, add greatly to the natural dangers of the forming and developing seasons of life. Teachers, therefore, especially, should understand the rules of health, and the laws of physical development; and it is impossible that they should understand them, unless they devote some time to their study. What a ruinous waste of comfort, of strength, and of life, has there been in our educational establishments, in consequence of the ignorance and neglect of teachers on this point! And how seldom is this important branch of study ever thought of as a necessary qualification for the office of teacher!

As it is a most sacred duty of the teacher to preserve uninjured the powers of the mind, and keep them in a healthful condition, so it is no less his duty to take the same care of the physical powers. The body should not only be kept in health, but its powers should be developed and improved with as much care as is devoted to the improvement of the mind, that all the capabilities of the man may be brought out and fitted for active duty. But can one know how to do this if he never learns? And will he be likely to learn, unless he has opportunity of learning? It is generally regarded as the province of teachers to finish out and improve on Nature's plan; but if they can all be brought to understand their profession so well as not to mar and spoil what Nature made right, it will be a great improvement on the present condition of education in the world.

#### 9. Dignity and importance of the teacher's office.

Self-respect, and a consciousness of doing well, are essential to comfort and success in any honorable calling; especially in one subject to so many external depressions, one so little esteemed and so poorly rewarded by the world at large, as that of the teacher. No station of so great importance has probably ever been so slightly estimated; and the fault has been partly in the members of the profession itself. They have not estimated their official importance sufficiently high; they have given a tacit assent to the superficial judgment of the world; they have hung loosely on the profession, and too often abandoned it the first opportunity. They ought early to understand that their profession demands the strongest efforts of their whole lives; that no employment can be more intimately connected with the progress and general welfare of society; that the best hopes and tenderest wishes of parents and of nations depend on their skill and fidelity; and that an incompetent or unworthy discharge of the duties of their office brings the community into the condition of an embattled host *when the standard-bearer faileth*. If teachers themselves generally had a clear and definite conception of the immensely responsible place they occupy; if they were skilled in the art of laying these conceptions vividly before the minds of the people among whom they labor, it would produce a great influence on the profession itself, by bringing it under the pressure of a mightier motive, and cause all classes of people more clearly to understand the inestimable worth of the good teacher, and make them more willing to honor and reward him. And this, too, would be the surest method of ridding the profession of such incumbents as are a disgrace to it, and an obstacle to its elevation and improvement. Julius Caesar was the first of the Romans who honored school-teachers by raising them to the rank of Roman citizens, and in no act of his life did he more clearly manifest that peculiar sagacity for which he was distinguished.

#### 10. Special religious obligations of teachers in respect to benevolent devotedness to the intellectual and moral welfare of society, habits of entire self-control, purity of mind, elevation of character, &c.

The duties of the teacher are scarcely less sacred or less delicate than those of the minister of religion. In several important respects he stands in a similar relation to society; and his motives and encouragements to effort must, to a considerable extent, be of the same class. It is not to be expected that teaching will ever become generally a *lucrative* profession, or that many will enter it for mere love of money, or that, if any should enter it from such a motive, they would ever be very useful in it. All teachers ought to have a comfortable support, and a competency for the time of sickness and old age; but what *ought to*

*be* and *what is*, in such a world as this, are often very different things. If a competency is gained by teaching, very few will ever expect to grow rich by it. Higher motives than the love of wealth must actuate the teacher in the choice of his profession, and animate him in the performance of its laborious duties. Such motives as the love of doing good, and peculiar affection for children, do exist in many minds, notwithstanding the general selfishness of the world; and these emotions, by a proper kind of culture, are susceptible of increase, till they become the predominant and leading desires. The teacher who has little benevolence, and little love for children, must be a miserable being, as well as a very poor teacher; but one who has these propensities strongly developed, and is not ambitious of distinction in the world of vanity and noise, but seeks his happiness in doing good, is among the happiest of men; and some of the most remarkable instances of healthy and cheerful old age are found among school-teachers. As examples, I would mention old Ezekiel Cheever, who taught school in New England for seventy-one years without interruption, and died in Boston in the year 1708, at the advanced age of ninety-three; or Dr. G. F. Dinter, now living at Königsberg in Prussia, in the eightieth year of his age. Indeed, the ingenious author of *Hermippus Redivivus* affirms, that the breath of beloved children preserves the benevolent schoolmaster's health, as salt keeps flesh from putrefaction. In Prussia, school-teachers generally enter on their profession at the age of twenty-two or twenty-five, and the average term of service among the forty thousand teachers there employed is over thirty years, making the average duration of a teacher's life there nearly sixty years; a greater longevity than can be found in any profession in the United States. Many teachers continue in the active discharge of their official duties more than fifty years; and the fiftieth anniversary of their induction to office is celebrated by a festival, and honored by a present from government.

The other qualities mentioned, self-control, purity of mind, elevation of character, are so obviously essential to a teacher's usefulness, that they require no comment. We need only remark, that these are moral qualities, and can be cultivated only by moral means; that they are religious qualities, and must be excited and kept alive by religious motives. Will any one here raise the cry, *Sectarianism, Church and State?* I pity the poor bigot, or the narrow-souled unbeliever, who can form no idea of religious principle, except as a *sectarian thing*; who is himself so utterly unsusceptible of ennobling emotions, that he cannot even conceive it possible that any man should have a principle of virtue and piety superior to all external forms, and untrammelled by metaphysical systems. From the aid of such men, we have nothing to hope in the cause of sound education; and their hostility we may as well encounter in one form as another, provided we make sure of the ground on which we stand, and hold up the right principles in the right shape.

11. The influence which the school should exert on civilization and the progress of society.

It requires no great sagacity to perceive that the school is one of the most important parts of the social machine, especially in modern times, when it is fast acquiring for itself the influence which was wielded by the pulpit some two centuries ago, and which, at a more recent period, has been obtained by the periodical press. As the community becomes separated into sects, which bigotry and intolerance force into subdivisions still more minute, the influence of the pulpit is gradually circumscribed; but no such causes limit the influence of the school. Teachers need only understand the position they occupy, and act in concert, to make the school the most effective element of modern civilization, not excepting even the periodical press. A source of influence so immense, and which draws so deeply on the destinies of man, ought to be thoroughly investigated and considered, especially by those who make teaching their profession. Yet I know not, in the whole compass of English literature, a single work on the subject, notwithstanding that education is so worn out a theme, that nobody can say anything new upon it.

12. The elements of Latin, together with the German, French, and Spanish languages.

The languages of Europe have received most of their refinement and their science through the medium of the Latin; and so largely are they indebted to

this tongue, that the elements of it are necessary as a foundation for the study of the modern languages. That the German should be understood by teachers, especially in Pennsylvania, Ohio, and the Western States generally, is obvious from the fact, that more than half the school districts contain German parents and children, who are best approached through the medium of their own tongue; and the rich abundance and variety of educational literature in this language, greater, I venture to say, than in all other languages together, render it an acquisition of the highest importance to every teacher. In the present state of the commercial world one cannot be said to have acquired a business education without a knowledge of French; while our intimate relations with Mexico and South America render the Spanish valuable to us, and, indeed, in the Western country, almost indispensable. The mental discipline which the study of these languages gives is of the most valuable kind, and the collateral information acquired while learning them is highly useful. Though a foreign tongue is a difficult acquisition for an adult, it is very easy for a child. In the Rhine provinces of Germany, almost every child learns, without effort, both German and French, and, in the commercial cities, English also; and the unschooled children of the Levant often learn four or five different languages merely by the ear. I do not suppose that the modern languages will soon become a regular branch of study in all our common schools; still, many who depend on those schools for their education, desire to study one or more of them, and they ought to have the opportunity; and if we would make our common schools our best schools, as they surely ought to be, the teachers must be capable of giving instruction in some of these languages.

I have thus endeavored to give a brief view of the course of study which should be pursued in a Teachers' Seminary, and this, I suppose, in itself, affords a strong and complete argument to establish the necessity of such an institution. A few general considerations in favor of this object will now be adduced.

1. The necessity of specific provision for the education of teachers is proved by the analogy of all other professions and pursuits.

To every sort of business in which men engage, some previous discipline is considered necessary; and this idea, confirmed by all experience, proceeds on the universal and very correct assumption, that the human mind knows nothing of business by intuition, and that miraculous inspiration is not to be expected. A man is not thought capable of shoeing a horse, or making a hat, without serving an apprenticeship at the business. Why, then, should the task of the schoolmaster, the most difficult and delicate of all, the management of the human mind, that most intricate and complex of machines, be left to mere intuition, be supposed to require no previous training? That the profession of school-teacher should so long be kept so low in the scale of professions, that it should even now be so generally regarded as a pursuit which needs, and can reward, neither time nor pains spent in preparation for its important duties, is a plain proof and example of the extreme slowness of the human race to perfect the most important parts of the social system.

2. A well-endowed, competent, and central institution, in a State, for the education of teachers, would give, in that State, oneness, dignity, and influence to the profession.

It would be a point of union that would hold the profession together, and promote that harmony and co-operation so essential to success. Teachers have been isolated and scattered, without a rallying-point or rendezvous; and the wonderful influence which has been exerted by the Western college of teachers (and other similar institutions in the Eastern States), the whole secret of which is, that it affords a central point around which teachers may rally, is but a faint shadow of what might be accomplished by a well-endowed and ably-manned seminary. Let there be some nucleus around which the strength of the profession may gather, and the community will soon feel its importance, and give it its due honor.

This object cannot be accomplished by small institutions scattered through the State, nor by erecting teachers' departments in existing institutions. The aggregate expense of such an arrangement would be quite as great as that of endowing one good institution; and without such an institution it would, after all,

accomplish but very little. It would be like distributing the waters of the canal to every little village in the State, instead of having them run in one broad and deep channel, suitable for navigation.

3. Such an institution would serve as a standard and model of education throughout the community.

The only reason why people are satisfied with an inferior system of common-school instruction is, that they have no experience of a better. No community ever goes voluntarily from a better to a worse, but the tendency and the effort generally are to rise in excellence. All our ideas of excellence, however, are comparative, and there will be little prospect of advancement unless we have a standard of comparison higher than any thing to which we have already attained.

A well-managed institution at the seat of government, which should embody all real improvements, and hold up the highest standard of present attainment, being visited by the executive officers, the legislators, the judges, the members of the bar, and other enlightened and influential men, who annually resort to the capital from every part of the State, would present a pattern to every school district, and excite emulation in every neighborhood. As an example of the rapidity with which improvements are taken, provided only there are appropriate channels for them to flow in, I may mention the practice of singing in schools, so recently introduced, and now so generally approved.

4. Such an institution would produce concentration of effort; its action would possess the vigor which strong sympathies impart; and it would tend to a desirable uniformity in books and modes of teaching.

I do not suppose that absolute perfection will ever be attained in the art of teaching; and while absolute perfection is not reached, it is certain there ought not to be entire uniformity in books and modes of teaching. But in this, as in all other human arts, there may be constant approximation toward the perfect; and this progress must be greatly accelerated by the concentration of effort, and the powerful sympathetic action of mind on mind, collected in one institution, and determined, as it were, to one focus. The action of such an institution would obviate the principal evils, now so strongly felt, arising from the diversity of books and methods; it would produce as much uniformity as would be desirable in the existing stage of improvement; and the more advanced the progress, the greater would be the uniformity.

5. All experience (experience which we generally appeal to as the safest guide in all practical matters) has decided in favor of institutions sustained by government for the education of teachers.

No country has ever yet obtained a sufficient number of well-qualified teachers in any other way; while every government which has adopted this method, and vigorously pursued it, either has already gained the object, or is in the fair way of gaining it, however unpromising the beginnings might have been. No country has ever been so well supplied with competent teachers as Prussia at the present moment, and yet, thirty years ago, the mass of school-teachers there was probably below the present average standard of New England and Ohio. Dinter gives several examples of ignorance and incapacity during the first years of his official labor in East Prussia, which we should scarcely expect to find any where in the United States; and the testimony of Dr. Julius before the British House of Commons, which was published in connection with my last report to the Legislature of Ohio, gives a similar view of the miserable condition of the Prussian schools at that time.

Now, what has been the great means of effecting so desirable an object in Prussia? Obviously, and by universal acknowledgment, the establishment of seminaries for the education of teachers.\* The experiment was commenced by placing one in each of the ten provinces into which the kingdom is divided (equivalent to having one in each of the several States of this Union); and as their utility was tested, their number was increased; till now there are more than forty for a population of fourteen millions. Wirtemberg, Bavaria, Austria, Russia, Holland, France, and all other countries which desire to obtain a sufficient number of well-qualified teachers, find it necessary to follow this example; and I do not believe the United States are an exception to so general a rule. Indeed,

such institutions must be even more necessary for us than for them, since, from the crowded state of the professions in old countries, there is much greater competition for the appointment of schoolmaster there than here.

It now only remains that I state a few of the more prominent objections which are sometimes made to these institutions, and endeavor to answer them.

1. "Such institutions are unnecessary. We have had good teachers without them, and may have good teachers still."

This is the old stereotyped objection against every attempt at improvement in every age. When the bold experiment was first made of nailing iron upon a horse's hoof, the objection was probably urged that horseshoes were entirely unnecessary. "We have had excellent horses without them, and shall probably continue to have them. The Greeks and Romans never used iron horseshoes: and did not they have the best of horses, which could travel thousands of miles, and bear on their backs the conquerors of the world?" So, when chimneys and glass windows were first introduced, the same objection would still hold good. "We have had very comfortable houses without these expensive additions. Our fathers never had them, and why should we?" And at this day, if we were to attempt, in certain parts of the Scottish Highlands, to introduce the practice of wearing pantaloons, we should probably be met with the same objection. "We have had very good men without pantaloons, and no doubt we shall continue to have them." In fact, we seldom know the inconveniences of an old thing till we have taken a new and better one in its stead. It is scarcely a year since the New York and European sailing packets were supposed to afford the very *ne plus ultra* of a comfortable and speedy passage across the Atlantic; but now, in comparison with the newly-established steam-packets, they are justly regarded as a slow, uncertain, and tedious mode of conveyance. The human race is progressive, and it often happens that the greatest conveniences of one generation are reckoned among the clumsiest waste lumber of the next. Compare the best printing-press at which Dr. Franklin ever worked, with those splendid machines which now throw off their thousand sheets an hour; and who will put these down by repeating, that Dr. Franklin was a very good printer, and made very good books, and became quite rich without them?

I know that we have good teachers already; and I honor the men who have made themselves good teachers, with so little encouragement, and so little opportunity of study. But I also know that such teachers are very few, almost none, in comparison with the public wants; and that a supply never can be expected without the increased facilities which a good Teachers' Seminary would furnish.

2. "Such an institution would be very expensive."

True, it would cost more than it would to build a stable, or fence in a few acres of ground; and in this view of the matter a canal is expensive, and so is a public road, and many other things which the public good requires, and the people are willing to pay for. The only questions worthy of answer are: Whether the expense be disproportionate to the object to be secured by it? and whether it be beyond the resources of the country? To both these questions I unhesitatingly answer, No. The object to be secured is one which would fully justify any amount of expense that might be laid out upon it; and all that need be done might be done, and not a man in the State feel the poorer for it. We could not expect a perfect institution at once. We must begin where we are, and go forward by degrees. A school sufficient for all present purposes might well be maintained for five thousand dollars a year; and what is that for States with resources like most of the States of this Union, and for the sake of securing an object so great as the perfection of the school system! If the kingdom of Prussia, with fourteen millions of people, two-thirds of whom are very poor, and the other third not very rich, can support *forty-two* Teachers' Seminaries, surely such States as Ohio, and Pennsylvania, and Virginia, and others, with populations of more than a million, none of whom are very poor, and many fast growing rich, can afford to support *one*.

3. "We cannot be certain that they who study in such institutions would devote themselves to the business of teaching."

This objection applies with equal force to all professional institutions; and if it is of any weight against a Teachers' Seminary, it is equally available against

a medical school. The objection, however, has very little weight; for after a man has prepared himself for a profession, he generally wishes to engage in it, if he is competent to discharge its duties; and if he is not competent, the public are no losers by his withdrawal.

But let it even be supposed that a Teachers' Seminary should be established on the plan above sketched out, and occasionally a man should go successfully through the prescribed course of study, and not engage in teaching; are the public the losers by it? Is the man a worse member of society after such a course of study, or a better? Is he less interested in schools, or less able to perform the duties of a school officer, or less qualified to give a useful direction to the system among the people, than he would have been without such a course of study? Is he not manifestly able to stand on higher ground in all these respects, than he otherwise could have done? The benefit which the public would derive from such men out of the profession (and such would be useful in every school district) would amply remunerate all the expenses of the establishment. But such cases would be too few to avail much on either side of the argument; certainly, in any view of them, they can argue nothing against the establishment of Teachers' Seminaries.

4. "Teachers educated in such an institution would exclude all others from the profession."

Not unless the institution could furnish a supply for all the schools, and they were so decidedly superior that the people would prefer them to all others; in which case certainly the best interests of education demand that the statement in the objection should be verified in fact. But the success of the institution will not be so great and all-absorbing as this. It will not be able at once to supply half the number of teachers needed, and all who are educated in it will not be superior to every one who has not enjoyed its advantages. There is great diversity of natural gifts; and some, with very slender advantages, will be superior to others who have been in possession of every facility for acquisition. That such an institution will elevate the standard of qualification among teachers, and crowd out those who notoriously fall below this standard, is indeed true; but this, so far from being an objection, is one of its highest recommendations.

5. "One such institution cannot afford a sufficient supply for all the schools."

This is readily conceded; but people generally admit that half a loaf is better than no bread, especially if they are hungry. If we have a thousand teachers, it is much better than three hundred of the number should be well qualified, than that all should be incompetent; and five hundred would be still better than three hundred, and seven hundred better than either, and the whole thousand best of all. We must begin as well as we can, and go forward as fast as we are able; and not be like the poor fool who will not move at all, because the first step he takes from his own door will not land him at once in the place of his destination. The first step is a necessary preliminary to the second, and the second to the third, and so on till all the steps are taken, and the journey completed. The educated teacher will exert a reforming influence on those who have not been so well prepared; he will elevate and enlarge their views of the duties of the profession, and greatly assist them in their endeavors after a more perfect qualification.\* He will also excite capable young men among his pupils to engage in the profession; for one of the greatest excitements of the young to engage in any business, is to see a superior whom they respect in the successful prosecution of it.

Every well-educated teacher does much toward qualifying those who are already in the profession without sufficient preparation, and toward exciting others to engage in it; and thus, though the institution cannot supply nearly teachers enough for all the schools, yet all the schools will be better taught in consequence of its influence. Moreover, a State institution would be the parent of many others, which would gradually arise, as their necessity would be appreciated from the perceived success of the first.

6. "The wages of teachers are not sufficient to induce teachers so well educated to engage in the profession."

At present this is true; for wages are generally graduated according to the

aggregate merit of the profession, and this, hitherto, has not been very great. People will not pay high for a poor article; and a disproportionate quantity of poor articles in market, which are offered cheap, will affect the price of the good, with the generality of purchasers. But let the good be supplied in such quantities as to make the people acquainted with it, and it will soon drive out the bad, and command its own price. The establishment of a Teachers' Seminary will raise the wages of teachers, by increasing their qualifications, and augmenting the real value of their services; and people eventually will pay a suitable compensation for good teaching, with much less grudging than they have hitherto paid the cheap wages of poor teachers, which, after all, as has been well observed, is but "buying ignorance at a dear rate."<sup>2</sup>

## VII. SUNDAY-SCHOOLS

AND

THE AMERICAN SUNDAY-SCHOOL UNION.

---

THE character and methods of religious instruction of the young in this country, through the home, the church and the school, and how far it has been or can be introduced into our common schools, would form an interesting subject of investigation and discussion. It is within the remembrance of perhaps many of us who received our early training in New England, that the Saturday morning in the district school was given to a lesson and drill in the "Assembly's Catechism," or "New England Primer," and in the earlier periods of New England history such was doubtless more uniformly the case. Indeed, an order of the General Court of Massachusetts in 1642 and the Connecticut Code of 1650 provided, "that all masters of families do, once a week at least, catechise their children and servants in the grounds and principles of religion, and if any be unable to do so much, that then, at the least, they procure such children or apprentices to learn some short orthodox catechism, without book, that they may be able to answer to the questions that shall be propounded to them out of such catechisms by their parents or masters, or any of the selectmen, when they shall have called them to a trial of what they have learned in this kind." It was customary for the heads of families to gather round them on Sunday their children and servants, for such instruction, and for the pastors to catechise the young of their congregations on the Sabbath, and at other times in the school and at their homes. And "Sunday-schools"—schools in which the children of a community met together on the Sabbath for common religious instruction—were probably not very unusual. In Roxbury, Mass., it is known that in 1674 a Sabbath school was established in the Congregational Church, at which the boys and girls were instructed after morning service by male and female teachers respectively, in the catechism and Scriptures. The noted Dr. Bellamy, settled at Bethlehem in Connecticut from 1740 till his death, was wont to meet the youth of his congregation for the purpose of catechetical and Biblical instruction, in which he was assisted by the members of his church. Also in Washington, Ct., in 1781,

it was the custom for the elders of the church to gather the children around them upon the shaded green, in the summer Sabbath intermissions, and there instruct them in the Bible and Assembly's catechism. Such schools were probably more or less common in all sections of the country. The plan devised by Robert Raikes of England in 1781, for the Sunday instruction of vagrant and vicious children, was soon imitated in this country. The first school of the kind was established by Bishop Asbury in Virginia, in 1783. Mr. Samuel Slater, father of the cotton manufacture in America, established a Sunday-school at Pawtucket, R. I., in 1797, for the benefit of his operatives, and sustained it for some time wholly at his own expense. In 1791, or earlier, there were "First-day" schools in Philadelphia, though it is not certain how far they were intended for religious instruction. The first in New York city is said to have been opened in 1793 by a poor African woman, Katy Ferguson, ignorant of any similar attempts elsewhere, for the good of the street children of her neighborhood. In 1796 also, a school for secular instruction on the Sabbath was organized in that city and incorporated, but it contemplated no religious instruction. Between 1801 and 1804 Mrs. Isabella Graham, with her daughter, wife of the late Dr. Bethune, who had become familiar with the English schools while traveling in Europe, opened a school in the city of New York at her own expense, and also superintended two or three others established through their instrumentality. In 1806 the Rev. S. Wilmer commenced a Sunday-school at Kent in Maryland, and in 1808 the same person began a school at Swedesboro' in New Jersey. In 1809 Mr. S. C. Blydon, a school teacher at Salem, Mass., opened a Sunday-school for instruction from 6½ to 8 A. M., and from 4½ to 6 P. M., free of all charge except for Bibles and blank-books. In 1807 the first Sabbath school society, in connection with a church, was formed at Pittsburg, by which a school was opened with 240 scholars. In 1811 schools were formed in Philadelphia by Rev. Robert May, a missionary from London. In 1813 a school was established by a gentleman in Albany. In 1814 two additional schools were opened in New York by two benevolent ladies, and also two in the districts of Philadelphia, and in the same year a school was formed at Wilmington in Delaware. In 1815 several schools were commenced in the Northern Liberties, which in a few months numbered 500 scholars. But these schools were a very different thing from the Sunday-schools of the present day. The teachers were hired; the children were for the most part only the very ignorant and often vicious children of the lowest classes,

and the spelling-book and hymn-book were the principal text-books required. To John Wesley, in 1785, is attributed the change from paid to voluntary teachers and from secular to religious instruction. This change commenced in the United States about 1809 and was simultaneous with the transfer of the control of the schools from individuals to churches. In June of the same year the first Sunday-school in Boston was commenced in connection with Christ Church, through the exertions of Mr. Shubael Bell, modeled on the plan of those established by the Episcopal Church in England, but was open to children of all denominations. This school had been projected in 1808 and the rector had then prepared a small volume, called the "Youth's Manual," to be used in instruction. In 1817 it was organized as the Salem Street Sunday-School Society, by which name it was long known, and under the superintendence of Mr. J. W. Ingraham it was for many years zealously and successfully conducted. In 1816 a Sunday-school was opened by six young men in Norwich, Ct., and in 1818 the four churches in Hartford united and formed a Sabbath school society and adopted measures for an efficient organization of a school in each of the congregations—though something had been done in that direction some time before.

But the first permanent association for the promotion of Sunday-schools in the United States, of which we have any authentic record, was the *First-day or Sunday-School Society*, established in Philadelphia, January 11, 1791. Members of different religious denominations were united in the enterprise, (among them were Dr. Rush, Robert Ralston, Paul Beck, Jr., William Rawle, Thomas B. Cope, Matthew Carey and Thomas Armat,) and Bishop White, of the Protestant Episcopal Church, was its first president and held the office until his decease. The constitution of this Society required that the instruction given in the schools established by it, or receiving its assistance, should be confined to "reading and writing from the Bible and such other moral and religious books as the Society may, from time to time, direct." The teachers were paid for their services. This Society is still in existence, though it has had no school under its charge since 1819, but it possesses a small fund accumulated from legacies and subscriptions, and applies the income (about \$300) to the appropriation of books to needy Sunday-schools in Philadelphia and its environs.

The *New York Sunday-School Union* was instituted February 26, 1816, to "encourage and assist those engaged in the superintendence and instruction of Sunday-schools, to promote the establishment of new schools, to improve the method of teaching, and to

unite the Christian feelings, the counsels and labors of persons of different denominations in these benevolent undertakings." This ever active and well conducted Society finally became an auxiliary to the "American Union," and as such has continued its labors with encouraging success.

The *Philadelphia Sunday and Adult School Union* was formed May 26, 1817, with this leading design, to "cultivate unity and charity among those of different names, to ascertain the extent of gratuitous instruction in Sunday and adult schools, to promote their establishment in the city and in the villages in the country, to give more effect to Christian exertion in general, and to encourage and strengthen each other in the cause of the Redeemer." The Association embraced the members of the several Sunday and adult school societies of Philadelphia and other parts of the State of Pennsylvania, and increased from 43 schools with 556 teachers and 5,970 scholars in 1818, to 723 schools with 7,300 teachers and 49,619 scholars in 1824.

These three societies were quite local in their operations and influence, but all of them recognized the *Union* principle as the basis of their organization and sought to inculcate the great truths received by all the Evangelical denominations. After a useful career of seven years, the *Philadelphia Sunday and Adult School Union*, in obedience to a loud call for a new and more general organization, was merged in the AMERICAN SUNDAY-SCHOOL UNION.

## AMERICAN SUNDAY-SCHOOL UNION.

The suggestion of forming such an association first came from New York, and on the 25th of May, 1824, the Society was formed in Philadelphia under the following constitution:—

ART. I. This Society shall be known by the name of the "AMERICAN SUNDAY-SCHOOL UNION." Its objects are to concentrate the efforts of Sabbath School Societies in the different sections of our country—to strengthen the hands of the friends of religious instruction on the Lord's day—to disseminate useful information—circulate moral and religious publications in every part of the land, and to endeavor to plant a Sunday-school wherever there is a population.

ART. II. Each subscriber of three dollars annually shall be a member. Each subscriber, paying thirty dollars at one time, shall be a member for life. Sunday-School Societies or Unions, paying three dollars or more to the funds of this institution,\* and sending a copy of their constitution, list of their officers, and an annual report, shall be auxiliary, and be entitled to purchase books at the reduced prices.

ART. III. The affairs and funds of this Society shall be under the direction of a Board, consisting of a President, Vice-Presidents, a Corresponding Secretary, Recording Secretary, Treasurer, and thirty-six Managers, twenty-four of whom shall reside in the city of Philadelphia or its vicinity. The Managers shall be divided into three classes, whose terms of service shall be respectively one, two, and three years; but they may be reelected.

\* This condition was repealed in 1831.

ART. IV. The Officers and Managers shall be laymen, and shall be elected by ballot.

ART. V. The Managers shall annually elect all officers of the Society, fill vacancies in their own body, make their own by-laws, publish such books, periodical works and tracts, as they may deem expedient, and may adopt such other measures as may, in their opinion, promote the objects of the Association. Seven Managers shall constitute a quorum.

ART. VI. The annual meetings of the Society shall be held at Philadelphia, on the first Tuesday after the 20th of May, when the proceedings of the past year shall be reported, the accounts presented, and the Managers chosen. Fifteen members shall constitute a quorum. If a quorum does not appear on the day of the annual meeting, the election of Managers shall take place at the next meeting whenever a quorum appears, and the Managers of the Society shall remain in office until a new election takes place.

ART. VII. Special meetings of the Society shall be called by the President, or in his absence, by either of the Vice-Presidents, at the written request of six Managers; of which meeting three days' public notice shall be given.

ART. VIII. Officers of Sunday-School Unions auxiliary to this Society, and clergymen whose schools are attached to it, shall have the privilege of attending the stated meetings of the Board of Managers.

ART. IX. No alteration in this constitution shall take place, unless the same shall be proposed, in writing, to the Board of Managers, at least three months previous to its adoption, and be approved by two-thirds of the members present, at a meeting duly notified.

This constitution remained substantially the same until 1845, when the Society was incorporated under a charter from the Legislature of Pennsylvania, containing nearly the same provisions.

The whole number of bound reading-books which were published by the Philadelphia Sunday and Adult School Union, at the time of its absorption in the American Sunday-School Union, was twenty-one, and the funds transferred, on which the new organization began business, was about \$5,000.

The chief object of this new Society was "to endeavor to plant and sustain a Sunday-school wherever there was a population," and thus to place "the means of learning to read and understand the sacred Scriptures within the reach of every individual in our country"—an object that has been persistently and consistently kept in view in all the succeeding measures of the Society. To secure one of the first requisites, an organ of communication with the public, and a medium by which to instruct, encourage and stimulate Sunday-school teachers, a monthly publication (*The Sunday-School Magazine*) was commenced. This magazine was continued for seven years, when it assumed the form of a weekly newspaper, which, under various titles and with some changes in size, price and frequency of publication, has been continued till the present time, and "a more valuable repository of facts and principles connected with the subject of religious education in our country is not to be found." A periodical for young children, "*The Youth's Friend*," was likewise commenced and has continued in some form till the present. The Sunday-school of the kind contemplated

was for religious instruction exclusively, and was to receive all classes of children and care for them alike. But for such schools there was no precedent. The schools of the London School Union, which had been in operation since 1803 and had grown out of Raike's efforts, had embraced only the neglected and inferior classes of children, and were designed to supply the want of instruction in reading and writing and other necessary elementary knowledge. Even the First-day or Sunday-School Society of Philadelphia had in view rather the secular and moral than religious instruction of the children. There were no text-books or guides for instruction, and no other publication applicable for the purpose beyond the Bible itself and the catechism, except the few publications of the Sunday and Adult School Union. Moreover, where the influence of Sunday-schools was most needed was there the greatest hindrance to be overcome of variety of creeds and conflict of religious opinions and usages. To meet the latter difficulty two of the most important features of the Sunday and Adult School Union were retained, viz., that the Board of officers and managers should be laymen exclusively, and that they should include members of the principal Evangelical denominations of the country. And this principle has been preserved in all departments of the Society's business, principal and subordinate. Two distinct fields of labor opened before it from the outset, and were simultaneously entered upon—the multiplication of schools, especially in places otherwise destitute of religious teaching, and the preparation of suitable books. To secure the first object, agents, or "missionaries," as they were called, both clerical and lay, were sent out to explore districts that were especially needy, and there open new schools or prepare the way for them as might be practicable, to visit and encourage schools already existing, to organize auxiliary societies, and to solicit funds for the defrayment of their expenses. The compensation paid to such missionaries did not exceed, on an average, a dollar a day for the time actually expended. The total expenses of the missionary service for the first two or three years were defrayed by these voluntary contributions made at the monthly concerts of prayer for Sunday-schools, and by the admission fees of members and auxiliaries. For the use of these schools elementary books were needed, such as primers, spelling-books, testaments, hymn-books, &c., which were furnished by the Society gratuitously if necessary, or at a very low price, (two to eight cents each.) In the second year the missionary work was placed in charge of a special committee, and a general agent was employed to visit the different sections of the country for

the purpose of awakening a more general interest in the objects of the Society, and to obtain contributions in the larger cities. The pecuniary results of this agency were less than \$2,500, but the Society were encouraged by the increased favor with which its labors were received, by the new openings for more extended missionary work, and by the increased demand for its publications. The department of publication had been committed to a "Committee of Publication" of five members, chosen from and by the managers, of different denominations. No publication was permitted that had not their unanimous approval. The sales of the second year were over \$8,000. In the following year suitable premises for the use of the Society were secured, at a total cost of over \$40,000, of which a third part was contributed by citizens of Philadelphia, and the remainder secured by mortgage.

It was at about this time that a change was introduced in the method of religious instruction in the schools, which has added greatly to their influence and usefulness. The practice of committing passages of Scripture to memory, held at first a prominent place in the exercises of the schools. The Westminster and other catechisms, though used in some schools, were not in general use and of course were not furnished among the Society's publications. Hence the children were expected and encouraged to learn to repeat verses from the Bible as a regular and almost exclusive form of recitation; whole chapters and not unfrequently entire books of the Bible were thus committed to memory and a thoughtless and vain repetition of words too often claimed undeserved merit, to the exclusion of more useful exercises of the intellect and reason. The first step to improvement in this particular was the selection of a definite portion of Scripture for the whole school. This was followed by a systematic series of selections from the gospel history, in chronological order, comprising 47 lessons of 10-20 verses each, printed upon cards. The use of these lessons gave time for explanations and questions from the teacher, and made necessary, upon his part, some degree of skill and preparation. As an aid to the teacher, therefore, and to supply to some extent this necessity, a series of question books was next devised by Rev. Albert Judson, at that time agent of the New York Sunday-School Union. These "Union Questions" were so arranged as both to meet the different capacities of the members of a class and to enable the teacher to limit or enlarge the course of instruction at pleasure. The proposed method of study and instruction in connection with the question books, consisting of the committal of the lesson to memory by the scholars,

the faithful study of the lesson by the teacher, and the meeting of the teachers, under the direction of the pastor or superintendent, for mutual instruction in preparation for the following Sunday's teaching, has been proved by all subsequent experience the most efficient and successful course that could be devised. The introduction of these books caused an almost complete revolution in the management of the Sunday-schools, not only of the Society but of all other denominational schools. The Society now publish seventeen question books for children of different ages and covering the greater part of both the Old and New Testament, besides numerous aids for the use of teachers and scholars, while many more books upon substantially the same plan have been prepared and published by other societies in this country and England.

The "ticket system" had been in quite prevalent use before the organization of this Society, and had assumed a peculiar form in the schools of this country. By this system small tickets of different colors, with a text of Scripture printed upon each, had certain arbitrary values attached to them, as might be agreed upon. A blue ticket was given to a child for the recitation of a hymn, or a certain number of verses from the Bible, for punctuality or regularity of attendance, good behavior, &c. Five, ten or twenty of these blue tickets were made equivalent to one red one, and two or more red tickets entitled the holder to a two, five, ten or twenty cent book, which became the child's own property, or in case of poor children, they might even be redeemable with shoes, stockings, &c. Besides that a mercenary motive was thus appealed to, there could not but result various and great inequalities in the distribution of tickets, and moreover the expense in a large school was not inconsiderable. This plan, therefore, gave place gradually to the more economical and more generally useful circulating library, and thus arose the "Sunday-school Library" feature, at that time peculiar to American Sunday-schools. But at first the number of books at all appropriate for the purpose was extremely limited; not above 30 or 40 could be collected from all sources and many of these were reprints of English books.\* The demand which soon arose was, however, one which book-manufacturers generally would not care to supply. It was necessary that the books should be furnished as cheaply as possible and that they should be free from all sectarian peculiarities. Such books the Society undertook to furnish, circulated its priced catalogues all over the land, and opened depositories at various points. The number of these book agencies in 1827 was 67.

\* The Appendix to the 26th Annual Report of the Society gives interesting information respecting the juvenile books then in popular use.

When the Society was instituted in 1824 there were in connection with the Philadelphia Sunday and Adult School Union 723 schools, 7,300 teachers, and 46,619 scholars, all of which were transferred to the American Sunday-School Union. In May, 1828, these numbers had increased to 2,560 schools, 32,756 teachers, and 259,656 scholars; and in May, 1829, to 5,901 schools, 52,663 teachers, 349,202 scholars, and 234,587 volumes in school libraries. These schools were scattered over every State in the Union, while "Michigan Territory" also reported 1 school with 23 teachers and 160 scholars.

So extended had now become the operations of the Society that it was deemed prudent by the Board of Managers to obtain an act of incorporation, empowering them to hold a limited amount of property necessary for the carrying on of the business, and to thus relieve themselves of personal pecuniary responsibility. But the application for a charter was met with such suspicion and gave rise to such a degree and kind of hostility from the members of the Legislature as was wholly unexpected; the charter was denied and not till 1845 was the application renewed. The receipts of the Society had been \$4,000 in the first year, \$9,000 in the second, \$19,000 in the third, and \$58,000 in the fourth, at the end of which year, however, the debts of the Society amounted to \$35,000 and the effective capital to but \$25,000. Still the opportunities for the organization of new schools at the West were so many and favorable, and the calls for assistance were so urgent and incessant, that the Board were incited to more extended labors. A meeting of delegates, representing the Sunday-Schools of fourteen different States, held at Philadelphia in May, 1828, encouraged the Society in its endeavors by promises of coöperation and an immediate subscription of nearly \$5,000. In 1829 was established at Cincinnati the first permanent agency in the Western States, and that section was thoroughly explored by an agent with a view to a more systematic missionary labor, and at the following anniversary of the Society in May, 1830, it was resolved, so far as practicable, to organize a Sunday-school, within two years, in every destitute place in the valley of the Mississippi. This purpose was received with favor and entered upon with zeal, nearly \$25,000 were subscribed and collected in Philadelphia and New York within a few days, and numerous ardent and enterprising missionaries were sent into the field.

Large additions were now made to the number of books for library use, and similar publications began also to be issued by other organizations. The great mass of the library books of the Society

consisted of scriptural and other authentic biographies, missionary history, and expositions, illustrations and enforcements of religious truths. Some were purely didactic, while some employed fictitious narrative as a means of enforcing doctrinal precepts, but "as a whole the Society's publications are probably as free from every thing of a light or fictitious nature as any collection of books of this class in the English language." The demands for books were so urgent from its missionaries in the field as to compel an anticipation of the Society's receipts in order to supply them, and debts were incurred in 1831 to the amount of nearly \$80,000.\*

In May, 1832, a meeting of Sunday-school superintendents and teachers was held in Philadelphia, at which were delegates from fifteen different States, principally for the purpose of gaining information respecting the results of the preceding seven years' labors; a series of interrogatories was addressed to the superintendents and teachers of Sunday-schools throughout the country, and it was proposed to hold a convention "for the purpose of considering the principles of the institution, the duties of officers, and the best plan of organization, instruction, and discipline." This convention assembled in New York on the 10th of October, 1833, and continued in session three days, Hon. Theodore Frelinghuysen presiding.

The legitimate field of labor of the Society, though it might under the constitution be considered as unrestrained, has always been limited to the territory of the United States, and though repeatedly solicited, it has ever refused to extend its missionary work beyond those limits. But in 1833 an earnest appeal was made by the Board for Foreign Missions for assistance in translating its works for the use of schools at foreign missionary stations, and an agency was created to raise \$12,000 for this purpose. Less than a third of the amount was thus secured, from which appropriations were made to missions in India, China, Greece, Persia, Turkey and the Sandwich Islands; donations of books were also made to the Ceylon and India missions and for distribution in South America, Russia, and Prussia, and a depository for the sale of its books was established at Calcutta. Various translations have been made of the Society's publications into French, German, Greek, Swedish, Portuguese, Bengalee, and some other Indian languages.

At the same time special attention was directed to the Southern States, and after a preliminary survey of the territory by the late Rev. Robert Baird, D. D., the effort was commenced to supply the

\* The 9th Annual Report, May, 1831, contains a statement of the operations of the Society to that time, shows the great economy of Sunday-school instruction, and vindicates the course of the Society upon the controverted subject of the use of fiction in religious books.

obviously existing want of Sunday-schools, by missionary labor, as at the West. But the attempt was met with suspicion and jealousy. Of the \$30,000 contributed for the object, nearly half was raised from Virginia, Georgia and South Carolina, and the greater part of the remainder from New York, Massachusetts, Connecticut and Rhode Island, and as in 1838 the appropriations to this field exceeded the contributions by nearly \$3,000, the work from that date, in great part, ceased to be one for special appropriations. Indeed, the selection of such special fields of labor and the excitement of a strong popular interest which proves but temporary, has been always found to be rather disadvantageous than otherwise. As in the appeal for the West in 1830, which resulted in contributions amounting to \$50,000 in two years, while in the succeeding six years the average was but \$10,500, the fitful or uncertain gifts of impulse and excitement are of far less value than the more limited, perhaps, but more uniform and permanent resource found in intelligent sympathy and a calm sense of duty.\*

The publication of the "Youth's Friend," a small 18mo. monthly of 16 pages, was still continued, but in 1843 a child's paper, the "Youth's Penny Gazette," was commenced—the forerunner of the now so popular, numerous and widely distributed children's papers. The doubts of success that attended its establishment were soon removed. The "Sunday-School Journal" had now been published nearly twenty years, intended expressly for teachers, and every effort had been made to suit their circumstances, in matter, manner, and price, with various but never satisfactory success. It was now sought to extend its circulation by a reduction of the price to twenty-five cents a year.

As early as in 1826 the plan of district school libraries had been suggested in the publications of the Society, and at the annual meeting in 1837 the Board were instructed to prepare and furnish at the lowest price a small select library for the use of common schools. A selection of 121 volumes was therefore made from the books of the Society and no labor or expense was spared to introduce them to the notice of parties interested. But the selection was generally objected to as of too strictly religious a character, and was adopted in comparatively few instances, though regarded with favor by those who understood its character and the design of the Society in preparing it.

In 1840 Rev. Dr. Tyng was sent upon a mission to England,

---

\* For a view of the magnitude and importance of the work that had been done up to this time see the 13th Annual Report of the Society.

especially to the London Sunday-School Union and London Religious Tract Society, which was attended with very desirable results. Donations of considerable value were received from both Societies, and relations were established with them that promised important future advantages. The first legacy made to the Society was received in 1845, since which time some very valuable bequests have been made, the chief being that of Mr. Elliott Cresson, by which the interest on \$50,000 was appropriated annually to the use of the Society. The funds out of which the expenses of the Society in its missionary work have been defrayed have been for the most part collected from the various Evangelical churches. Some contributions are voluntary, but the most are raised by appeals to the churches through collecting agents appointed for the purpose, who are almost exclusively clergymen and are remunerated for their services. In 1841 the amount of these collections was \$14,260. In 1848 the amount of voluntary contributions was \$6,296, collected by agents (nine in number) \$24,797, at an expense of \$7,437. Forty-three missionaries were employed at an expense of \$11,894, and libraries, tracts, books, &c., were supplied gratuitously to the amount of \$9,701. Of 770 new schools formed, 676 were in the seven States of Kentucky, Tennessee, Ohio, Indiana, Illinois, Missouri, Texas and the territory of Wisconsin, and most of the labor of the missionaries was expended upon those States. In 1856 the amount of donations was \$60,487, besides \$7,300 received by bequest; sixteen collecting agents were employed with salaries of \$16,705 and with an additional expense of \$4,106, (an average expense of \$150 per month.) Three hundred and three missionaries were also employed, besides the secretaries of missions, with salaries amounting to \$23,587 and additional expenses amounting to \$12,182, (averaging \$76 each per month.) In this year 2,528 new schools were organized with 16,470 teachers and 104,532 scholars, and the value of books gratuitously distributed was \$19,650. In the preceding 5 years there had been organized 10,300 new schools, 65,300 new teachers engaged and 400,000 scholars gathered in, and 13,500 schools visited and aided. The finances of the publication department are kept entirely distinct from those of the missionary work. The expenses here are defrayed from the proceeds of the books sold. In 1839 the expenses of making and selling the books disposed of was \$81,065—the amount received therefor was \$82,011; in 1841 the sales of books amounted to \$55,056, the expenses \$57,258. In all cases the Society's publications are sold as nearly at cost as possible. The character of the publications has been very various. There are

now on the Society's catalogue 2,000 or more distinct publications. Of these, 1,000 are bound books for the library or for the use of teachers, many of them are small story and picture-books for the younger children, while for the general uses of the Sunday-school there is a large variety of question-books, hymn and music-books, reading and spelling-books, maps, prints, rewards, tickets, infant school cards, record-books, &c., &c. The library books are mostly arranged in select libraries of 50, 75 or 100 volumes each, and sold at an average price of 10 cents (at present, 12 cents) a volume. The four select libraries of 100 volumes each have had a very large circulation. More than 5,000,000 bound volumes have probably been issued in this form alone, at an expense of at least \$600,000. The committee of publication consists of fourteen persons, including not more than three from any one denomination, and nothing can receive the imprint of the Society without their unanimous sanction. Their sanction of a book is an assurance not only of its freedom from sectarianism, but "that it sustains a decidedly religious character; that nothing is inculcated at variance with Evangelical truth, or sound morality; that its general tendency is to improve the heart, enlarge the capacity, correct the morals, and excite a taste for intellectual pursuits." The annual report of May, 1848, gives the number of new publications for the year as 83, though not more than one in ten of those offered to the committee was accepted. For some years after its organization the Society printed a stereotyped edition of the Bible and also a cheap edition of the New Testament, but on the foundation of the American Bible Society the publication of these was relinquished, in order to avoid a complicity of interests or objects, and for the same reason, upon the organization of the American Tract Society and at its request, it ceased the publication of the religious tracts of which it had previously issued a large number.

A convention of secretaries, agents and missionaries was held at Cincinnati in October, 1855, which proved an occasion of great interest and profit. Numerous topics were discussed connected with the workings of the Sunday-school missionary operation, and the conclusions arrived at were in almost every instance unanimous. The experience and observations of the missionaries were combined and compared with the experience and observations of the managers; the secretaries gained information that in no other way could have been acquired without years of inquiry, and the missionaries received views of their work that gave it new dignity, importance, and interest in their eyes.

In August, 1847, the Society suffered the loss of its first and up to that time only president, Alexander Henry. An emigrant from Ireland in 1783, at the age of 18, with but small resources, through his probity and business talent he soon built up an extensive and profitable business from which he retired in 1807, though compelled to resume it after the war of 1812. In 1818 he again resigned business and in the same year, as a man of high personal piety, of sound judgment, and of commanding influence, he was appointed president of the Philadelphia Sunday and Adult School Union and so remained till that Society was merged in the American Sunday-School Union, to the headship of which he was transferred and held it till his decease, at the age of 82. In his office "he manifested the enterprise, the judgment and the prudence of a wise and good man, and combining expanded views with a judicious execution of well selected plans, he spared neither the ardor of his mind nor his great personal influence, nor free and large supplies of pecuniary aid." He was succeeded in 1849 by Hon. Judge John McLean, who still continues in office.

The system of auxiliary schools and societies was a somewhat prominent feature in the first organization of the Society, as a means of concentrating "the efforts of Sunday-school societies in the different sections of our country," and it is supposed that at one time  $\frac{1}{2}$  of all the Sunday-schools in the land were connected with the Society. But local interests and prejudices, denominational preferences, national jealousies, and irritating topics of a political or moral bearing, and other causes, were so influential in opposition that of the 1,364 schools and societies that had been recognized as auxiliaries prior to 1839, only 46 were reported at the annual meeting in that year, and the number has since then still farther diminished.

The American Sunday-School Union has, in the course of its 40 years' labors, been subjected to the hostility of various opposing influences, which it has successfully withstood. The principle of *Union*, which lies at its foundation and to which it has consistently clung, has found opponents among all the several Evangelical denominations of whose members it is composed. Yet as a pioneer of all, a laborer in fields occupied by none, it has gone on, acting upon the conviction that a knowledge of the generally received gospel truths is better than complete ignorance—that the light thus shed must be better than darkness.\* Most of the denominations have established societies for the promotion of strictly denomina-

---

\* This question is discussed quite fully in the 14th Annual Report for May, 1838.

tional schools and the publication of books for instruction and reading from which their peculiar tenets should not be excluded. Of these one of the earliest, as well as most active and earnest, is the Sunday-School Union of the Methodist Episcopal Church. By the report for 1829, they had at that time 331 auxiliaries, and 2,000 schools with 30,000 teachers and 130,000 scholars. They have in 1863 about 13,000 schools with 148,000 teachers and 841,000 scholars, and libraries containing nearly  $2\frac{1}{2}$  millions of books. Two periodicals are published by this Society, one for teachers and another for scholars. The sectional division of the church resulted in the establishment of a distinct publishing house at Nashville, the extent of whose publications can not now be stated. The General Protestant Episcopal Sunday-School Union and Church Book Society was established in November, 1826, not for the purpose of establishing or regulating schools but to aid them by means of books and other publications. Its reports therefore contain no returns of schools, scholars, &c. The Massachusetts Sunday-School Society (Congregational) was established in 1833, embracing in its field other States of New England, and to some degree the West. The Presbyterian Sunday-School Society, the New England Baptist Society, and others might be mentioned. The New York Sunday-School Union, the Rhode Island Sunday-School Union and some other general societies are auxiliary to the American Sunday-School Union, and are organized on the same principle, but their operations are restricted to their own vicinity, and they do not engage in publishing books or collecting money for establishing schools in other States. The American Sunday-School Union is the only Sunday-school society in the United States that employs Sunday-school missionaries, or forms Union schools, or publishes Union Sunday-school books. Yet there are some six or seven denominational societies engaged in the publication of Sunday-school books, three tract societies also issue books intended for the same purpose, and eight or ten private publishing houses are engaged in the same business. Aside from reprints of English books, there are probably not less than 5,000 distinct works designed for Sunday-school libraries.

Another element of opposition has at times arisen from its relations as a "publishing house," but it has prudently and consistently acted in its publishing department with a view rather to do good than to make a profit; the book agency has been kept subservient to the missionary work, and its publications restricted to the legitimate use of Sunday-schools; it has kept carefully within its constitutional limits, has scrupulously endeavored to encroach as little as

possible upon the peculiar domain of other publishing societies, or private publishing houses, and has confined its business, as far as possible, strictly to its own publications.

Scarcely more than half a century therefore has sufficed to give to the Sunday-school the position which it now holds in the field of education. Religious instruction has been withdrawn from the common school and intrusted wholly to the home and the church; and as "the Evangelist of the district school," the Sunday-school has arisen, not indeed to interrupt or displace parental and pastoral culture but to supply their unavoidable deficiencies and to act where they can not. As improvements have been made and a rapid advancement effected in the system of free popular secular instruction, so a like progress is evident in the kindred system of popular religious culture, for the systems though distinct are not wholly independent, the two react mutually in a measure upon each other, as the one is the complement of the other.\* And in the less enlightened sections of our country, in many portions of the new States, and in many dark corners of our larger towns and cities,† where vice and ignorance together congregate, the Sunday-school, by the self-denying labors of the missionary, with the aid of the even more unceasing and earnest philanthropist, the Sunday-school teacher, oftentimes becomes the precursor and pioneer both of the district school and of the church. In multitudes of instances it becomes both the moral and mental light of the neighborhood, and children and adults here learn to read who otherwise could not or would not do so. The establishment of Sunday-school libraries and the circulation of millions of books among children and youth, has not only in itself diffused a vast amount of information but has aided greatly to satisfy and to foster that love of reading which has become a characteristic of the American people. And not least of all, these schools are a proof of the actual good flowing from a living, practical Christianity, being at once the fruit and root of an humble piety and a self-sacrificing charity.

\* The relation of the Sunday to the secular school is discussed in the 22d Annual Report of the Society for May, 1856.

† Since 1848 special attention has been given to the establishment of "Mission Schools," gathering in for religious instruction the vagrant and vicious children of the streets of the larger cities into comfortable school-rooms, and supplying the needy at the same time with food and articles of clothing.

## VIII. THE ENDOWED GRAMMAR SCHOOLS OF IRELAND,

WITH A SKETCH OF THEIR HISTORY AND CONDITION.

On the destruction of the old parochial system of education that at first existed in connection with the Roman Catholic Church in Ireland, and in the subsequent efforts to supply the educational destitution attendant upon centuries of political disturbance, a large number of Endowed Schools were established, which still exist, and of which the Report of the Queen's Commission in 1858 gives a detailed account. This Commission, appointed in 1854, was composed of the Marquis of Kildare, Charles Grans, D. D., Robert Andrews, LL. D., Henry George Hughes, Esq., and Archibald John Hughes, Esq. They were aided in the work of personal inspection by four assistant commissioners, and their investigation, extending through three years, embraced all schools that were to any extent supported by endowments. We shall not attempt a very minute abstract of the Report and its accompanying documents, which occupy three large folio volumes, but will give such an exhibit of these educational institutions of Ireland, as will present and would probably be sought in vain in any other printed documents, the condition of secondary education in that portion of Great Britain.

These schools may be distinguished as follows:—Diocesan Free Schools; Royal Free Schools; Erasmus Smith's Schools; Incorporated Society's Schools; Private Endowed Schools under the Commissioners of Education; and Endowed Schools under the care of other Societies.

### DIOCESAN FREE SCHOOLS.

Diocesan Free Schools are the oldest of the existing endowed schools in Ireland. They were first placed on a government basis in 1570 by an Act of the Irish Parliament, thirty-three years after the act which imposed on the clergy of the United Church the obligation of keeping parochial schools, and twenty years before the foundation of Trinity College, Dublin.

In 1539, the report of a commission for the suppression of abbeys, called forth a recommendation for the preservation of some six of the religious houses, for the reason that—"In them young men and children, both gentlemen children and other, both of mankind and womankind, be brought up in virtue, learning, and in the English tongue and behaviour, to the great charge of the said houses; that is to say, the womankind of the whole Englishry of this land, for the one part, in the said nun-

nery, and the mankind in the other said houses." This recommendation, however, was not successful, and the houses were suppressed.

This suppression of religious houses in which provision had been made for education, especially of a superior kind, created a want of schools, which the Diocesan Free Schools were intended to supply. The Act of Elizabeth founding them is entitled "An Act for the Erection of Free Schools," and recites—"Forasmuch as the greatest number of the people of this your Majesty's realm hath of long time lived in rude and barbarous states, not understanding that Almighty God hath by his divine laws forbidden the manifold and haynous offences which they spare not daily and hourly to commit and perpetrate, nor that hee hath by his Holy Scriptures commanded a due and humble obedience from the people to their princes and rulers, whose ignorance in these so high pointes, touching their damnation, proceedeth only of lack of good bringing up of youth of this realm, either in publique or private schooles, where through good discipline they might be taught to avoide these lothsome and horrible errors." It then provides that there should be henceforth "a free school within every diocese of Ireland;" the school-house (where none existed) to be erected in the principal shire-town at the cost of the whole diocese; the endowment to be paid one-third by the ordinaries, and two-thirds by the other ecclesiastical persons in each diocese. It provides that the schoolmaster shall be an Englishman, or of English birth, appointed by the archbishop or bishop in the dioceses of Armagh, Dublin, Meath, and Kildare, and by the Lord Deputy in other cases, who should also determine the master's salary. But little was done by either archbishop, bishop, or Lord Lieutenant, to carry into effect the wise purpose of the good queen, and advantage was taken of defects in the law, the difficulty of determining in all cases the "principal shire-town" of each diocese, and the difficulty of assessing the expenses in such dioceses as were not conterminous with counties, to avoid the execution of the law, and, even where the schools were once established, to suffer them to go to decay. An Act of William III., in 1694, in which they are called "Public Latin Free Schools," provided for the enforcement of the Statute of Elizabeth, but a subsequent Act of 1725 shows that both were so defective that in many dioceses their provisions could not be carried out and "had not answered the pious and good design thereby intended." Acts afterwards passed in 1755 and 1781 were equally fruitless, and a commission of inquiry in 1788 report that—"From these institutions the public receives very inadequate benefit; in many dioceses there are neither diocesan schools or school-houses, in many the houses are ruinous, and the masterships of the schools mere sinecures. In the thirty-four dioceses we find only twenty diocesan schoolmasters; of this number, six received their salaries but did not act; and of the remainder, very few kept such schools as in any respect answered the end of the institution. The sums now payable by the clergy for the support of these schools, amount to £616 yearly; but the whole of this is not paid."

The report of the Commissioners of Education Inquiry in 1809 was even less favorable. It states that "at no time do these schools appear to have fully answered the purposes of their institution, and the general benefit derived is far from corresponding with the intention of the Legislature, or even with the number of schools actually kept, or supposed to be so. Out of the whole number of dioceses, only ten are provided with school-houses in tolerable repair; in three others, the houses are either out of repair or otherwise insufficient; and the remainder are wholly unprovided and the masters either rent houses or are accommodated in other ways. The whole number of effective schools is only thirteen and the whole number of scholars does not exceed 380."

By an Act of 1813 a permanent Board was established, for the superintendence and control of endowed schools, under the name of the "Commissioners of Education in Ireland." This Board was composed of the Lord Primate, the Lord Chancellor, and the Archbishops of Dublin, Tuam, and Cashel, with their respective coadjutors; the Chief Justice of the King's Bench; the Secretary of the Lord Lieutenant; the Provost of Trinity College; the member chosen to Parliament for Trinity College; and also four bishops and six other proper and discreet persons, to be appointed by the Lord Lieutenant, and renewable at his pleasure. They were intrusted with very large powers of visiting and controlling the masters and other persons concerned in the management of the schools, and were authorized to make orders for the better regulation of the schools, which could be enforced through the instrumentality of the Court of Chancery. While the appointment of the masters remained as before, the Commissioners were enabled to dismiss them for misconduct.

The new Board, however, refrained from the exercise of their powers until expressly called upon by the Irish Government, about seven years afterwards, to digest a scheme for the management of these schools. In 1823 a plan was finally agreed upon by which twenty-seven dioceses were united into twelve districts, and the number of schools was thus limited to nineteen. From year to year they urged upon the Grand Juries the building of school-houses, and on the Lord Lieutenant the necessity of appointing masters to the vacant schools, and they apprized the masters and the public of the constitution of the schools, both as to the right of free admission, and as to their being open to persons of all religious denominations. But no effectual measures were taken to enforce any rules upon these subjects. The right of free admission remained in fact a nullity, being denied by the masters and only existing as a matter of patronage in their hands. Since 1833 it does not appear that the Commissioners have taken any steps to check the increasing decay and inefficiency of the schools.

The report of the Select Committee of the House of Commons in 1835, gives the condition of the schools and the reasons of their failure. But twelve schools were then in operation, of which but six had an average of more than twenty-five pupils in the five preceding years. "The dif-

ference of opinion as to the object of these schools, the rights of the public, and the obligations of the contributors, masters, and Commissioners, is injurious. It is not generally understood whether they are designed for gratuitous education, and open to all persuasions, or are classical boarding-schools preparatory to the University, principally intended for the upper classes; whether the Grand Juries, masters, or Commissioners, have a right to interfere; what is the nature of that right, &c. The collision of the parties tends to neutralize attempts at general or local improvement. The Lord Lieutenant will not appoint masters unless a salary be secured; the salary is refused by the clergy, unless the school be built by the Grand Jury; the Grand Jury refuses to build the school, unless the master stipulates to receive a certain number of free scholars; the master refuses to receive free scholars on compulsion of the Grand Jury; and the Commissioners will not, or can not, enforce the right either on the part of the Grand Jury or their own. The contributions from the clergy are collected in small sums, and the trouble of collection, with all its delay, irregularity, and confusion, is thrown on the master. There is no security for a good class of buildings. Of those in use, some seem not to have been intended for schools, and are situated often in the least eligible situations. The masters have too unlimited an authority. The Commissioners exercise no efficient superintendence; there is no constant inspection; there is no local committee. No specific rules are prescribed for their conduct. These schools have almost exclusively confined themselves to preparation for the learned professions. The commercial classes have found in them scanty means for the supply of their peculiar intellectual necessities. The actual course reduces itself to Greek, Latin, and a small proportion of the abstract sciences, with a little geography, history, &c."

At present there are fifteen schools in operation, with a total attendance of 304 pupils, among whom are thirty-eight Roman Catholics, thirty-four Protestant dissenters, and twenty-five free scholars. The average salary of the masters is £112. Only eight schools have houses suitable for the purpose, and in only six cases is a favorable report made of the state of instruction. The three schools at Cork, Londonderry, and Wexford, are the largest, receiving more than half of the whole number of scholars, and are in the most satisfactory condition. Though there is no law that precludes the appointment of a Catholic or a Presbyterian to a mastership, yet as a rule the masters are all clergymen of the United Church.

#### THE ROYAL FREE SCHOOLS.

The Royal Free Schools were projected by King James I. as a part of his scheme for the plantation of Ulster, in the north of Ireland, by which he set apart a portion of the escheated lands in the six counties included in that district, for the endowment of "one free school, at least, in each county, for the education of youth in learning and religion." The whole amount of forfeited lands is stated at about 400,000 acres, of which

100,000 were granted for church, school, and corporation lands. The first school was founded at Dungannon in 1614, and during the following twenty years the grants to the other schools were perfected by either James I. or Charles I. These endowments were nine in number, of which six are now in operation as grammar schools.

The Lord Deputy thus describes the condition of these schools in 1633 :—"The schools, which might be a means to season the youth in virtue and religion, either ill provided, ill-governed in the most part, or which is worse, applied sometimes underhand to the maintenance of Popish schoolmasters; lands given to these charitable uses, and that in a bountiful proportion, especially by King James of ever blessed memory, dissipated, leased forth for little or nothing, concealed contrary to all conscience, and the excellent purposes of the founders; all the moneys raised for charitable uses, converted to private benefits." An Act shortly followed "to redress the misemployment of lands, &c., given to charitable uses." Still the estates were left in the hands of the master and subject to all the evils incident to temporary ownership. The Commissioners of 1791 reported the Armagh Royal School as the only one in a satisfactory state. They were of opinion that large salaries to schoolmasters were generally ruinous to schools. The schools had not answered the intentions of the founders and the benefits derived from them had been "totally inadequate to the expectations that might have been justly formed from their large endowments." Though they were free schools, yet out of 211 scholars in the six schools then existing, only thirty-eight were free pupils and these were day scholars, each of them costing the public above £100 annually.

In 1807 the condition of several of the schools had improved, especially those of Armagh and Dungannon, both of which schools are under the patronage of the Archbishop of Armagh, while the appointment to the remainder has always rested with the Lord Lieutenant, under the Crown. The total endowments amounted at that time to £5,800 per annum, the number of scholars being 360, of whom very few were instructed gratis. In 1813, as already stated, the Commissioners of Education were appointed, in whom the estates, with powers of leasing, were vested; and they were empowered to fix the salaries of the masters, apply the surplus to the school buildings, and to the foundation of free scholarships and exhibitions. The managements of these schools has constituted the chief part of the business of the Board up to the present time, though they have exercised their powers in a very imperfect manner.

With regard to free admissions, the subject has been left entirely optional with the master, except in the case of Armagh, while the masters generally deny the right and admit free scholars only as a matter of favor and convenience. In connection with the Armagh School, the question was made a subject of memorial to the Lord Lieutenant, in 1848, and the Commissioners consequently made regulations for the admission of ten free day scholars, to be selected by the master, with certain limitations

as to the residence and property qualifications of the parents. The Report recognizes the right of admission to these "Free Schools," without payment, independent of the choice or discretion of the master, and without limitation as to locality, religion, or property, and recommends the minimum number of free places to be fixed by statute, the greater number being awarded by competition at a public examination, but some being reserved to be given on grounds of poverty. At Enniskillen a number of school scholarships, as distinguished from free places, have been founded, with an allowance of £20 each towards education, maintenance, and clothing. Exhibitions at Trinity College have been established by the Commissioners in the schools of Armagh, Dungannon, and Enniskillen. The foundation of these exhibitions has been beneficial both to the schools and to the pupils. The examination for them consists of the Trinity College entrance course, which is purely classical, with two Greek plays added, and exercises in Latin and Greek verse. In 1842 the "Outlines of Sacred History" were also included, which was made the ground in the Dungannon School for compelling all the pupils to receive religious instruction. On this account, the Board, in 1848, made an order stating "that no course of religious instruction which would exclude persons of any religious persuasion, should be compulsory on any pupil who might be desirous of attending the Royal Schools."

These schools are, by their constitution, open to all religious persuasions, and have always been so considered; but Catholics and Presbyterians are generally averse to sending their children to them. The masters are all of the Church of England, usually clergymen, while the assistants are chosen from the laity.

The six schools now in existence have a total endowment of 21,834 acres of land, yielding an annual income of £5,747, of which £1,600 is expended in masters' salaries, £900 in salaries of assistants, £90 in school scholarships, £1,175 in college exhibitions, and the remainder in building, repairs, &c. The number of students enrolled is 311, (average attendance, 227,) of whom three are Catholic, nineteen Presbyterian, and four of other dissenting sects. The number of free pupils is forty-seven, deriving a benefit of about £10 each from the total endowments of about £6,000 a-year.

The Royal School at Armagh has enjoyed a higher reputation than that of any other school in Ireland. The condition of the buildings and dormitories, and the general internal arrangements are reported as very satisfactory, while the distinctions obtained by its pupils of late years at the University of Dublin are proof of the completeness of the course of instruction and the efficiency with which it is taught. It has been complained, however, that the instruction was exclusively for the higher members of society, and that the mercantile and middle classes were virtually excluded; that book-keeping, practical arithmetic, natural philosophy, and other courses of study suited to them, are not pursued. It is strictly a classical school—more so than the others of the class. The at-

tendance, though good, is much less than the school accommodation admits of.

Enniskillen School is the most richly endowed of all the Royal Schools and has attained a high state of efficiency. The instruction in the classics is excellent, but in the English branches is very unsatisfactory. Recent arrangements have been made for giving a good English education at reduced charges to those who do not desire instruction in classics.

In the Raphos School the classical course is combined with a commercial one, with a suitable staff of assistants, and the report as regards the state of instruction, the numbers attending, and the general discipline, is most favorable. The same may be said of the Dungannon School. The Cavan School, on the other hand, is reported as in a state of lamentable inefficiency, both as regards attendance, instruction, and general management. At Banagher the state of instruction is unsatisfactory and the buildings in bad repair. The schools have often suffered from the inefficiency of the masters, from old age, lunacy, or other causes, for which there was no remedy, the Commissioners having the power of removal only for misconduct.

#### ERASMIUS SMITH'S SCHOOLS.

These schools were founded by Erasmus Smith, an alderman of London, who had obtained property in Ireland under the Act of Settlement during the Protectorate, and who in 1657 made a grant of a portion of his estates for the endowment of schools, though the charter was not obtained until 1669 under Charles II. The original intention had been to erect five grammar schools and to make provision at the University for those who were educated at them, but in order to secure a more liberal maintenance upon the schoolmasters and also to make some provision for clothing poor children and binding them as apprentices, by the charter of 1669 he founded only three schools, those at Drogheda, Tipperary, and Galway. The visitation and government of the schools was intrusted to a Board of thirty-two Governors, with power of selecting their successors. The course of instruction was directed to be in writing and casting accounts, and as far as the pupils were capable, in the Latin, Greek, and Hebrew tongues, and they were to be fitted for the University if desired. The charter provided that they should be free schools for twenty poor children dwelling within two miles of the school, to be named by the founder or Governors, and for all the children of the tenants of Erasmus Smith, without limitation. The masters were authorized to receive entrance money for every scholar except those thus entitled to free admission. With respect to religious instruction, the provisions of the charter were very explicit and deemed by the founder of great importance. "My end in founding the three schools was to propagate the Protestant faith according to the Scriptures, avoiding all superstition. Therefore it is the command of his Majesty to catechise the children out of Primate Ussher's catechism and expound the same unto them, which I humbly desire may be observed upon the penalty of forfeiting theirre (the mas-

ters') places." The laws also provide that the masters shall publicly read the Scriptures, pray, and catechise the children. The masters were to be appointed by the Governors, and were to be approved, as well as the ushers, by the bishop of the diocese, and to sign the first two canons of the United Church. The surplus of rents above £300 was to be expended in beautifying the school-houses, in the payment of ushers, in founding a Hebrew or other lectureship in Trinity College, in binding out poor children as apprentices under Protestant masters, and in clothing poor children in the grammar schools.

Erasmus Smith survived the foundation of this endowment for upwards of twenty years, yet even in his lifetime these schools were far from successful. In 1682 he thus writes to the Governors:—"My Lords, my designe is not to reflect upon any, only I give my judgment why those schooles are so consumptive, which was, and is, and will be, (if not prevented,) the many Popish schooles, theirre neighbours, which, as succors, do starve the tree. If parents will exclude theirre children because prayers, catechism, and exposition is commanded, I can not help it, for to remove that barre is to make them seminaries of Popery. I beseech you to command him that shall be presented and approved by your honours to observe them that decline those duties, and expell them, which will oblige me, my Lords and Gentlemen."

We will here refer to the Act of William III., of 1695, to restrain foreign education, which enacts that "he that goes himself or sends any other beyond seas to be trained up in Popery, &c., or conveys or sends over money, &c., for their maintenance, or as charity for relief of a religious house, and is thereof convicted, be disabled to sue in law or equity, or to be guardian, executor, or administrator, or take a legacy or deed of gift, or bear office, and forfeit goods, and also lands for life." It then recites that "it is found by experience that tolerating and conniving at Papists keeping schools or instructing youth in literature, is one great reason of many of the natives of this kingdom continuing ignorant of the principles of true religion, and strangers to the Scriptures, and of their neglecting to conform themselves to the laws and statutes of this realm, and of their not using the English habit or language, to the great prejudice of the public weal thereof," and enacts "that no person whatsoever of the Popish religion shall publickly teach school, or instruct youth in learning within this realm, from henceforth, except only the children or others under the guardianship of the master or mistress of such private house or family, upon pain of twenty pounds, and also being committed to prison, without bail or mainprize, for the space of three months for every such offence." In 1709 an Act with yet severer penalties was passed, providing that whatever person of the Popish religion "shall publicly teach school, or shall instruct youth in learning in any private house within this realm, or shall be entertained to instruct youth in learning as usher, undermaster or assistant, by any Protestant school-master," should be punished as if he were a Popish regular clergyman,

i. e., be subject to imprisonment and transportation, while a second offense was punished as high treason. The recital in this act shows that Protestant teachers, even during the operation of the penal laws, found it necessary to employ Roman Catholic assistants to encourage persons of that persuasion to send children to their schools. The same disinclination on the part of Roman Catholics, to allow their children to be instructed in schools where the teachers are exclusively Protestants, continues to the present day.

At an early period the Governors, finding a surplus in their hands, established the practice of granting exhibitions to poor scholars in Trinity College, and an Act of Parliament in 1723 empowered them to found a lectureship in oratory and history, and another in natural and experimental philosophy, and also three fellowships. The Erasmus Smith exhibitioners were to have instruction at these lectures gratis, to have a preference in elections for the lectureships, and in the election of junior fellows, next after the scholars, and to hold some other privileges. Among other provisions of this act was one authorizing the founding of one or more English schools in Ireland. The endowment of English schools, though not commenced for nearly a century afterwards, has within the last fifty years become the principal object to which the funds of the school estates have been applied.

In 1791 the income of the estates had increased to upwards of £4,200 a-year, while the disbursements were only about £2,800. The Commissioners of that year notice three of the schools as being at that time in a flourishing condition, and are of the opinion that the Governors had executed their trust with fidelity to the intention of the founder, and had used great care in managing the affairs of the endowment. They recommend the applying the surplus funds to the founding a professional academy in Dublin, for instruction in mathematical learning, and the cognate sciences; in chemistry and its application to arts and manufactures; and in natural history; to prepare soldiers, seamen, and merchants, in the business of their respective departments; to give a general account of the manners, customs, and governments of different nations, with a short abstract of their history; and to teach some of the modern languages, particularly French, Italian, and German. They also advise the promotion of boys from the grammar schools to this academy. This recommendation was never carried into effect, and the surplus rents continued to accumulate until 1807, when they reached the sum of £35,000.

Between 1808 and 1815, the Governors applied this large surplus to the founding of English schools, to the number of sixty-nine. Between 1839 and 1843, immediately following the formation of the Church Education Society for Ireland, fifty-two other English schools were established. Fifteen of these schools have ceased through the faulty construction of the leases under which the school sites were held, whereby the lands have reverted to the original grantors, with the loss of over £6,000 that had been expended upon buildings and improvements. Other

schools of the same character have been established at different times, so that the whole number of English schools now under the Governors is 140, in 117 of which the salaries of the masters are paid by them, while in the remaining twenty-three the site and school-house are the only endowment.

In respect to the present condition of these schools, they fall far short of what might justly be expected from the amount of their endowments, and from the principles of administration laid down by their founder. Indeed, the purpose and regulations of the founder respecting the schools seem to be little heeded and scarcely known by the masters, the people, or even the Governors. The grammar schools, which were the sole object of the endowment, have been made by the Governors secondary to the English schools, which can hardly be said to have been contemplated in the original plan. Thus in eleven years and a-half only £10,000 has been expended upon the grammar schools, while the expenditure upon the English schools in the same period was £36,000. The appropriations to the grammar schools has been so limited that the exhibitions have been allowed to remain at the small sum of £8 and £6 a-year, though competing with the Royal School exhibitions of £30 and £50 a-year. Hence, of the fifty exhibitions at Trinity College that might have been obtained by pupils of the grammar schools in ten years, through want of sufficient stimulus to exertion, only ten have been awarded—in some years none at all. Thus the character of the schools has suffered and the obvious intention of Erasmus Smith to favor middle class education and to enable clever boys of the poorer classes to rise and attain even a University education, has been defeated. Indeed, the extent to which the Governors have neglected the grammar schools is remarkable. The masters are left almost entirely uncontrolled; the schools are never inspected; the terms for pupils are undefined; the course of instruction is not prescribed; and there is little to distinguish these schools from other private schools, except that the receipt of a considerable salary and the use of buildings and grounds give to the masters such advantages as should put down all competition. As respects free pupils, it appears that the Governors have almost entirely neglected to exercise their right of nomination, and have not made known to the tenants of the estates the existence of the right of their children to free admission. The rules of the charter as to religious instruction are not observed in any of the grammar schools; the provision requiring that instruction should be given in the catechism of Archbishop Ussher has been systematically violated, and indeed, at the time of the examination by the Commissioners, the masters seemed to be entirely unaware of any such rules.

In the four grammar schools now in operation (at Drogheda, Ennis, Tipperary, and Galway) there are accommodations for 170 boarders and 457 additional day-scholars, while the total number on the rolls is but 160 and the average attendance 116. Of these, twenty three are Roman Catholics and one Presbyterian. The whole number of free pupils on

the rolls is thirty. At the Galway school, with buildings erected at an expense of nearly £9,000 and most of the people in its neighborhood entitled, as tenants upon the school estate, to free education as a matter of right, the whole number of pupils is but twenty, who are all day-scholars, and of these but eight are free. At Tipperary also there is an excellent school-house, yet there is but a single boarder, and the number of day-scholars is but thirteen, of whom three are free.

The English schools, to which the Governors have devoted so much of their funds, do not disclose a much more satisfactory management. Many of these are miserably inefficient, owing to the incompetency of the poorly paid teachers, the inferiority of school-books, the exclusive character of the instruction, inadequate inspection, and other causes. With regard to the religious instruction in these schools, the catechism of the United Church is legally required to be taught in the sixty-nine which were formed between 1808 and 1815, and the reading of the Scriptures in the fifty-two established from 1839 to 1848. But the reading of the Bible is not enforced upon all the pupils, and the catechism is taught to children of the United Church in all the schools.

Of the 140 English schools, forty are for boys and thirty-five for girls exclusively. The school-rooms are sufficient for 14,142 scholars; the number enrolled in the year 1855-6 was 7,110—average attendance, 4,241. Of those enrolled, 875 were Roman Catholics and 1,420 Presbyterians.

The net annual income of the Erasmus Smith fund, applicable to schools, is about £7,500, and from the report of the Commissioners it shows an uncommon and curious instance of the management of a large fund for a series of years in a very loose and unbusinesslike manner, yet without malversation or actual loss of money.

#### INCORPORATED SOCIETY'S SCHOOLS.

In 1733, the Incorporated Society for Promoting English Protestant Schools was established in compliance with an address from the principal nobility, gentry, and clergy of Ireland, for the instruction of children of Roman Catholics and other poor natives of Ireland, in English, writing, and arithmetic; in husbandry and housewifery, or in trades, manufactures, and other manual occupations; and in the Scriptures and the principles of the Protestant Established religion. The Society was also to provide for the support of such poor children as it should judge proper, until they should be fit to be apprenticed to trades. In the pursuit of this object, the Society adopted the principle of separating the children from their parents, and confining them entirely to large boarding-schools. It was at first supported chiefly by the promoters and by an annual endowment of £1,000 a-year from King George II. In 1745, the Irish Parliament passed an act, which was for many years renewed, compelling hawkers and peddlers to take out licenses, and granted the duties thus arising, amounting annually to about £1,100 annually, to the support of these schools.

In 1749, the Incorporated Society was made the guardian of all begging children, being intrusted with the power of having them taken up and conveyed to charter schools to be supported there until further order of the Society. In 1769, there were fifty-two charter schools and five nurseries, with 2,100 children clothed and maintained. From their foundation until 1784, they continued in great favor with both the Irish Parliament and the Government.

John Howard, the distinguished philanthropist, in his visit to Ireland in 1784, discovered great inaccuracies in the statements of the Society as to the number of their pupils, and serious abuses existing in their institutions, the condition of the children in general being wretched, both physically and mentally. He published a very unfavorable account, which led to considerable controversy, and the state of the schools was subsequently brought before a committee of the Irish House of Commons, resulting in a complete corroboration of Mr. Howard's statements. It appeared that of the establishments—forty-four in number—not more than five or six were properly managed. In most of them, the instruction, cleanliness, and health of the children had been most grossly neglected, and in many, they were half starved, half naked, and covered with cutaneous disorders, the effects of filth and negligence. In 1791, the condition of the schools had been so far improved that but three were reported unfavorable, two of which were only so in respect to the clothing of the children. The fund for the support of the Society amounted at that time, including parliamentary grants, to over £20,000. The total number of children was 1,718.

This visit of Howard to Ireland greatly accelerated a change of policy in regard to the instruction of Catholics. The Statute of William III., after continuing in force ninety years, was so far relaxed in 1781 as to allow persons professing the Popish religion to teach schools, and in 1792 the statute was wholly repealed. In the following year was passed the Roman Catholic Relief Act, which removed all incapacities in regard to schools to which Roman Catholics, as such, had until then been subject.

In the year 1803, Protestants were admitted to the schools of the Incorporated Society for the first time since 1775. In 1808, the number of children had increased to 2,187, and the funds of the Society to £30,150. The nurseries were still continued, and the system of "transplanting" children, or separating them from their parents, still prevailed. In 1820, it was decided that the Society was not at liberty to receive Roman Catholics in their day-schools without instructing them in the Protestant religion, and after 1825 it had become so difficult to induce Catholic children to attend that the nature of the schools was from that time changed, and from being schools for the conversion of Catholics they became schools for the education of members of the United Church. The parliamentary grants were also diminished from £19,500 in 1826 to £5,750 in 1832, when they were finally withdrawn.

In 1839, a plan was adopted by which children were appointed to the schools after a competitive examination. This appointment is restricted to children who come from some of the districts in which the Society has estates, and have attended for at least one year at a school in which the Scriptures are daily read. The course of instruction has also undergone a change. Industrial instruction, which was one of the objects for which the Society was established, has almost entirely ceased, and the system of apprenticeships has also been discontinued. The nurseries and system of transplanting children have been abandoned, and also the custom of giving bounties to well-conducted apprentices, and of giving marriage portions. The system of competitive examination has been found to be beneficial not only in securing a good class of pupils, but in affording a great stimulus to the Scriptural schools in the several districts of selection. In 1843, a further step in the same direction was taken by converting Santry into a training institution, and by applying the system of competitive examination to the reëlection of pupils who had completed a period of over four years in the boarding-schools to a scholarship of three years at this institution at Santry. So great is the demand for the services of those that have undergone this training that two or three times as many pupils might be provided for if the institution possessed the requisite capacity for so many. One pupil is in the same way selected from each of the day-schools of the Society. The subjects of examination are certain portions of Scripture, the Church catechism, and Scripture references; reading, writing, the rudiments of English grammar, the geography of Europe and Palestine, and arithmetic. The Society award a special certificate to the schoolmaster of each school from which a pupil has been selected. The condition of the day-schools, however, is in most cases reported as very unsatisfactory, or as satisfactory only as elementary schools. The system of selection to the boarding-schools by competitive examination is found in this respect to work prejudicially, the master being tempted to devote too much time to a few clever boys, to the neglect of the larger number who have no chance of being successful.

Much credit is due to the Incorporated Society for the improvement that has been made in their schools since 1825. The Commissioners report their schools as the only ones examined by them in which the free places were all filled up and all given on a system that secured to those intended to be benefited the full and fair enjoyment of their rights. A school has recently been established by the Society in the city of Dublin, of an entirely different character from that of previous schools. It is intended to afford to the middle classes of Dublin an opportunity of procuring on reasonable terms a superior English and mercantile education, with instruction in modern languages.

The number of the Incorporated Society's Boarding Institutions is eight, of which six are for boys and two for girls. The number of enrolled pupils in 1855 was 451—the average attendance, 318. The num-

ber of free pupils was 216. All but six were of the United Church. There are also eleven day-schools, four for boys and three for girls exclusively. The accommodations are sufficient for 1,621 pupils; the number on the rolls in 1855 was 420, the average attendance, 289. Number of free pupils, 214—Roman Catholics, 49—Presbyterians, 81.

The total net annual income of the Society amounts to about £8,200, derivable from the rents of 17,000 acres of land and the income of £98,000 stock in the English and Irish funds.

#### SCHOOLS OF THE ASSOCIATION FOR DISCOUNTENANCING VICE.

In 1792 the Association for Discountenancing Vice and Promoting the Knowledge and Practice of the Christian Religion was established, with an annual parliamentary grant of £300, which was continued until 1827, and with assistance obtained from private individuals contributed considerable sums towards the building of school-houses and the salaries of teachers. The schools were founded principally for the education of children of the Established Church, but were open to children of all religious persuasions, provided they conformed to the rules, one of which required that all should read the Scriptures. In 1825, there were 226 schools in connection with this Society, with an attendance of above 12,600 pupils, nearly as many of whom were Roman Catholics as Protestants. After the discontinuance of the parliamentary grant, the Society gradually discontinued its assistance and finally gave up all connection with the schools. Most of the schools, however, are still in existence, carried on under the deeds of endowment, which were made to the ministers and church-wardens. The appointment of the schoolmaster and regulation of the school are vested in the minister of the parish, and the children of the United Church are required to be taught the Church catechism.

#### SCHOOLS UNDER THE COMMISSIONERS OF EDUCATION.

The Commissioners of Education in Ireland, who were constituted in 1813 and intrusted with the management of the Diocesan and Royal free schools, were also empowered to visit all endowed schools—most of the exclusive schools, that is, schools where pupils of only one religious persuasion had the right of admission, or where the trustees, being of one persuasion, had power to enforce instruction in the tenets of their religion on all the pupils, including the Erasmus Smith and Incorporated Society's schools, alone being excepted.

The powers of the Commissioners as visitors are most ample, and they may also make orders for the better regulation and management of the schools, and through the Court of Chancery remove trustees and take the funds under their own care. Besides the Diocesan and Royal free schools, the schools of private foundation under the care of the Commissioners are twenty-three, of which sixteen are grammar schools, with an annual income of about £2,700. The number of scholars in the grammar schools is 340, of whom 22 are free, 27 Roman Catholic, and 31 Protes-

tant Dissenters. In the English schools there are 508 pupils upon the rolls, of whom 447 are free scholars, 244 Roman Catholic, and 86 Presbyterian.

The condition of the majority of these schools is far from satisfactory. The Commissioners have almost entirely neglected to exercise the powers of supervision vested in them, and have entirely omitted to provide for the protection of a large number of endowments falling under their jurisdiction. In several schools the right of free admission is denied; in all it is left without regulation or public announcement. The buildings are in some cases in bad repair, and in few instances is the instruction given reported as satisfactory.

The inefficiency of the Board of Commissioners is due in a great degree to the peculiarities of its constitution. Composed for the most part of *ex-officio* members, who are already charged with onerous duties which necessarily absorb the greater part of their time; of such numbers as to prevent a proper feeling of individual responsibility; receiving no compensation for their services and so little interested in their duties as to render it difficult to secure the attendance at its meetings of the small quorum of three necessary for the transaction of business, the management has necessarily been left too much in the hands of subordinate officers, and a system of routine has been tolerated entirely incompatible with the proper supervision and effective control of the schools. The sphere of their action has been contracted to the narrowest limits, and the performance of even those duties which they have assumed has been but imperfect.

#### KILDARE-PLACE SOCIETY SCHOOLS.

In 1811, the Society for Promoting the Education of the Poor in Ireland, commonly called the Kildare-Place Society, was established. This Society was composed of persons of various religious persuasions, and their object was to support schools in which the appointment of teachers and the admission of scholars should be uninfluenced by religious distinctions. The Scriptures were to be read by all the scholars, but catechisms and all books of religious controversy were to be excluded. To this Society the support of new schools for the poorer classes was intrusted by Parliament, and an annual grant of £6,980 was made in 1814. This grant was increased to £10,000 in 1821, to £22,000 in 1824, and to £25,000 in 1827, but was altogether discontinued in 1832. The number of schools increased from eight in 1817, to 1,490 in 1825, and the number of pupils from 557 to 100,000 in the same time. The Society devoted its funds to the encouragement of schools by inspection, by publishing and supplying books, by training masters, and allowing annual gratuities to them. Only a small portion of its funds was devoted to grants for building.

At first the Society appears to have had some success in gaining the confidence of the people, and its schools were attended by Roman Catholics in considerable numbers. But in 1825 very strong feelings of hostility

had been aroused in consequence, chiefly, of its affording aid to schools under the control of other institutions, or persons, who were supposed to interfere with the religious belief of the pupils. This finally led to the withdrawal of the parliamentary grant and the discontinuance of the operations of the Society. It seems to have taken no systematic steps for protecting the endowments that remained vested in it, and but a small proportion of them continue at the present time.

#### CHRISTIAN BROTHERS' SCHOOLS.

The association of "The Brothers of the Christian Schools in Ireland" was originated by Edmond Rice, of Waterford, who, in 1802, submitted a plan of the proposed society to Pope Pius VII., by whom it was eventually approved and confirmed in 1825. The knowledge communicated in the schools of this society embrace not only reading, writing, arithmetic, grammar, geography, and book-keeping, but also an acquaintance with such branches of the mathematics as are suited to the tastes and talents of the pupils and to the stations in life they are destined to occupy. Geometry, mensuration, drawing, and mechanics become special objects of attention. In teaching, the most approved methods of communicating knowledge have been carefully reduced to practice. But it is to instruction in religion that this institution is chiefly devoted, and to this object the members direct their main energies. The teachers are selected and trained and are placed under a strict system of organization and discipline.

The Christian Brothers' Schools have been considerably extended, and were stated to number, in 1857, 15,000 pupils in Ireland and 3,500 in England. Some of the largest of the schools are liberally endowed, but the entire amount of endowments is very moderate. The condition of the schools is reported as very satisfactory, almost without exception, and their efficiency as compared with many other schools in Ireland is remarkable. This is ascribed to the extraordinary personal influence exerted by the teachers over their pupils, to their devotion in the work, and the fact that they have been remarkably well trained for the business of instruction, being not only good scholars, but having acquired great aptitude in the art of teaching and no ordinary skill in devising the most efficient methods of organization and discipline.

#### SCHOOLS UNDER THE BOARD OF NATIONAL EDUCATION.

In 1824, the House of Commons instituted a Commission of Inquiry into the educational institutions of Ireland maintained wholly or in part by public funds, who were also directed to recommend a plan of education for all classes in Ireland. The Commissioners conducted their inquiries from 1824 to 1828 and made several reports, which were followed by the withdrawal of the parliamentary grant from the Incorporated Society and a total change in the policy of that Society in the management of its schools, and afterwards by the withdrawal of grants from the Society for Discouraging Vice, the Kildare-Place Society, and some other

grants. The results of these inquiries were submitted in 1828 to a select committee of the House, who passed a series of resolutions in favor of the establishment of a system of education in Ireland, in which no attempt should be made to influence or disturb the peculiar religious tenets of any sect or denomination of Christians. Pupils of all persuasions were to be provided with literary instruction in common, and every facility afforded for their religious instruction separately. Grants should be made through a Board appointed by Government, and applied in aid of local contributions for the foundation and support of schools; and to secure the efficiency of teachers and proper management of the schools, it was recommended that the qualifications of teachers should be tested by examination in a model school under the control of Government, and that there should be a general system of inspection of the schools under the Board. These recommendations were followed by the formation of the "Board of National Education" in 1832.

These "National" Schools are open to persons of every religious persuasion and no pupil is required to attend at any religious exercise of which his parents do not approve. It is also provided that sufficient opportunity shall be afforded to the pupils of different persuasions to receive religious instruction separately at appointed times. In 1833, the number of these schools was 789, attended by 107,042 pupils, and assisted by a parliamentary grant of £25,000. In 1856, the number of schools was 5,245, the pupils, 560,134, and the parliamentary grant, £227,641. About 1,500 of these schools are vested with school-sites and buildings, but few are otherwise endowed. The National Schools are, for the most part, efficient, owing to their constant inspection, the training and selection of the teachers, and the excellence of the books, which are supplied at cheap rates. In some districts they are under the management of the parish priests and exclusively attended by Roman Catholic children, and are often regarded and spoken of as "the Catholic schools."

#### CHURCH EDUCATION SOCIETY'S SCHOOLS.

The Church Education Society for Ireland was established in 1839. Its objects are to assist existing schools and establish new ones on an improved system, "for the purpose of affording to the children of the Church, instruction in the Holy Scriptures and in the catechism and other formularies of the Church, under the direction of the Bishops and parochial clergy, and under the tuition of teachers who are members of the United Church of England and Ireland." The Society supplies its schools with the Bible in the authorized version, the use of which is required in the daily instruction of every pupil who is capable of reading, and with other books and school requisites, and also assists in furnishing and repairing school-houses, but their permanent endowment is not one of its objects. The schools are open to all children whatsoever belonging to the parish in which the school is situated and having the minister's approbation for attending it, and no child is excluded on account

of poverty. The Society has also established a model and training school for the education of teachers.

The schools of this Society are reported as for the most part very inefficient. The school course, even were it accurately followed, (which it never is,) falls very far behind the National school course, the instruction given to each class in the parish schools being much inferior to that in the corresponding class of a National school. The inspection of the schools amounts to but little, as the day of inspection is always known for a considerable time beforehand, and express notice is given to master and pupils. Owing to the smallness of the salaries, the male teachers are almost invariably the parish clerks of their respective districts, who are usually very illiterate, and the female teachers are their wives. The school-books are of an inferior description, being in fact the old stock of the Kildare-Place Society, every way out of date and behind the time.

#### CLASSICAL SCHOOLS OF PRIVATE FOUNDATION.

Among these may be mentioned the Roman Catholic Diocesan Seminaries, which exist in nearly every diocese in Ireland. Their object is to train up pupils for the priesthood, but with that course of education is combined one suited to fit the pupils for secular pursuits. These seminaries, in consequence of the smallness of the funds by which they are supported, supply to a very inadequate extent the means of education to the middle classes of the Roman Catholics. The chief of these schools are those at Athlone, Carlow, Kilkenny, and Waterford, but the report of the Commissioners is not sufficiently complete to permit a decision in regard to their general efficiency.

The Belfast Academy, founded in 1785, and the Belfast Royal Academical Institution, founded in 1808, were the result of two efforts to establish great intermediate schools by local subscription. Large sums were raised and expended in purchasing sites and erecting buildings. The system of instruction pursued is based on the principle of the division of labor adopted in the Scotch Universities, each master having his own department and the parents being free to choose the particular department in which they wish their sons to be educated. The efficiency of these seminaries has been much crippled by want of funds for repairs and other expenses, and in the Royal Institution by controversies between the different parties of the Presbyterian Church. In the Belfast Academy, the buildings are reported as dilapidated and ill-suited for school purposes, though the state of instruction is still satisfactory. The Royal Institute has six masters, the classical department numbering 82 pupils; the mathematical, 145; English, 184; writing, 89; French, 52; drawing, 19.

#### SCHOOLS OF THE SOCIETY OF FRIENDS.

The schools of the Society of Friends are all under the care of the Quarterly Meetings of the Society, the system of religious instruction is that adopted by the Society, and all the pupils are brought up in the religious

principles of the Society. Five schools are mentioned as possessed of endowments, so classified as to suit the wants of pupils from different conditions of society, and attended by 108 boys and 49 girls. In none of them does the course of instruction include the classics beyond the elements of Latin—but embraces the useful departments of an English education, and such female accomplishments as are consistent with the rules of the Society.

The Friends' schools are remarkable for the neatness, order, cleanliness, economy, and attention to health, which prevail in them, for the businesslike management of the trust funds, the judicious expenditure of the income, and the zealous and efficient nature of the local supervision exercised by the members of the committees. The graduation of the charges in proportion to the means of the parent indicates a kind and watchful care in securing the greatest benefit from the endowment to those most in need of receiving it.

#### OTHER SCHOOLS.

Numerous other schools were more or less fully examined and reported upon by the Royal Commissioners, embracing various grades of English schools in Dublin, Cork, and many other parts of Ireland, of which, with rare exceptions, a sufficiently correct account can be given in few words. Legacies and endowments, oftentimes liberal in amount, have wasted away under the mismanagement, neglect, or misappropriations of trustees, or through the expenses attending years of litigation, the wishes of benefactors have been forgotten or disregarded, and the schools themselves that remain, without supervision or proper management, and in the hands of poorly paid and incompetent teachers, are in far too many cases inefficient and unsatisfactory.

The Protestant Orphan Society is the great agency for placing out the orphan children of Protestant parents. The children are placed by the Society under the care of respectable Protestant families, residing in country parishes in the county of Wicklow, within a convenient distance from some Scriptural school and parish church. With these they remain, subject to the superintendence of the parochial clergyman and the systematic inspection of the Committee, until they reach the age of twelve or thirteen years. In the year 1856 there were four hundred orphans provided for in this manner. After the above age, the children are directly apprenticed or are transferred to the Society's Boarding-House in Dublin, for a short period, where it is intended that they shall receive a more extended education, until apprenticed or put out to service. It is reported that this system as pursued with the younger children is attended with eminent success, and that the kind of domestic life thus afforded to them fosters their religious and moral education, without interfering with their intellectual training. This plan, while it avoids the evils incident to the boarding-school system, is also found to be more economical in practice. The report of the boarding-house, however, is unfavorable, both as regards the quality of instruction afforded,

and the general condition of the establishment. Several Roman Catholic charitable bodies have followed the same mode of providing for their orphans.

#### GENERAL RESULTS OF THE INQUIRY.

1. *Condition of Endowments.*—The number of endowed schools, aside from the National Schools, amounts to 1,321. The estimated annual value of the school premises is £14,615; the net annual income from the lands (75,600 acres) is £37,564; and that arising from trust funds is £16,891—the aggregate revenue being £68,571 per annum. The number of schools supported by these endowments is 1,321. The annual value of the 1,507 school sites belonging to National schools is £7,892. The total number of endowed schools in operation is therefore 2,828, with permanent endowments amounting in the aggregate to £76,463.

The great proportion of small endowments is a marked feature. Many of them are in their present state inadequate for carrying out the educational purposes they were designed to promote, and the inevitable result shows itself in an unsatisfactory state of the school premises, or of the instruction, or of both. Hence, although the aggregate value of such endowments is very considerable, the influence exerted by them on the education of the people is far below what might be expected from the total amount thus appropriated. The insecurity of the endowments appears to be a circumstance of very frequent occurrence. This is generally due either to the neglect or to the ignorance of the trustees, and has occasionally been the cause of serious loss. It arises very frequently from the great difficulty, often amounting to an impossibility, of obtaining correct information as to bequests, and the imperfect manner in which wills, grants, and other documents are preserved for the benefit of and made accessible to the inhabitants of the localities chiefly concerned in the endowments.

2. *Superintendence and Management.*—The care of charities committed to the administration of private trustees is most precarious. Persons interested in education engage in schemes intended to promote it. These are carried on with zeal and success during their lifetime and, perhaps, by their immediate successors whom they appoint to continue the work they have commenced. It is impossible for them to insure a continued succession of duly-qualified trustees. Thus, the management of the charity passes, before long, into the hands of persons who take no interest in its operation or are actually incapable of managing it aright. The very nature of the trusts to be executed become by degrees less generally and less exactly known; and in many instances the loss of documents illustrating the objects and history of the foundation, sometimes even the disappearance of its essential muniments, the charter, will, or deed, by which the endowment was first instituted, completes the series of causes which render it a prey to abuse or neglect. It might be supposed that schools committed to the care of public Boards, including

members who hold prominent places in society, would be secured against these dangers. The results of the inquiry of the Commissioners into the working hitherto of such bodies, do not assure us of their efficiency. They appear to have generally neglected that precaution, without which all attempts to manage schools must be unsuccessful. They have failed to organize and keep up a proper system of visitation and inspection. This omission and the inadequacy of endowments are the fundamental causes of nearly all the evils that are found to exist. Many of the members of these Boards charged with the superintendence of the endowed schools are named *ex-officio*, as holding offices of dignity and responsibility, and are already charged with onerous duties occupying nearly all their time and thoughts. Persons thus circumstanced can not pay such continuous and regular attention to the business of a charity as is required for its efficient management. The number of persons constituting these Boards is also, in some cases, calculated to weaken the sense of individual responsibility, which is the less definite as all the members hold a purely honorary office. And yet again changes for the better that might otherwise be attempted, are neglected on account of the amount of stamp duties, court fees, and other expenses, and the vexatious delay and trouble attendant upon the necessary legal processes.

The governing bodies being indisposed or not well fitted to exercise the function of visitation, it became the more necessary that they should institute efficient means of inspection through the agency of paid officers. This has been either left undone, or the means provided have fallen short of the exigencies of the service. The Commissioners of Education employ no permanent inspectors and have very sparingly exercised the ample powers of visitation committed to them by Parliament. The grammar schools under the Board of Erasmus Smith have been left wholly without inspection or visitation. The Board has appointed a clergyman to inspect their English schools, but it is impossible for him to perform this duty satisfactorily. The visitation of the boarding-schools of the Incorporated Society is very efficient, but its success is due to the zeal and ability of the gentlemen who at present take an active part in managing the affairs of the Society, and its continuance is not therefore to be depended upon. The inspection of the primary schools under this Society is not so favorable, and with the exception of those schools that have the advantage of being visited by the officers of the National Board, very few other schools enjoy the benefit of an adequate inspection. It might be supposed that the superintendence exercised by persons, and especially clergymen, resident in the neighborhood of the schools, would compensate this want, and the founders of charities seem to have placed much confidence in the sufficiency of such control, but experience does not justify these expectations. Local superintendents are more liable to be misled by personal or party feelings, are too frequently restrained by an unwillingness to offend a neighbor, and are also generally wanting in that special experience in educational matters which the governors of schools ought to possess.

The neglect of Governors to make rules for the guidance of school-masters is general. In fact, they appear to have thought it unnecessary to make rules for the regulation of the grammar schools, regarding them rather as private schools, to be left to the control of the masters.

The aggregate value of the school endowments, as already stated, amounts at present to about £68,500 per annum. Under better management, the revenues might in many cases have been increased and losses which have been incurred might have been avoided. Great negligence has been shown in the care of the records relating to the endowments; charters and title deeds have been in many cases lost, and schedules of them appear to have been but seldom prepared. The management of the estates at present, however, under some of the Boards, is in general careful and judicious; under others much negligence has been shown in some respects. The accounts of school endowments are, in general, ill-kept, because they are imperfectly audited. This office is seldom committed to persons sufficiently well acquainted with money matters and accounts to be able to perform it in a strictly methodical manner. The Commissioners close their remarks upon this subject thus:—"We are convinced that the willingness of benevolent persons to make charitable donations must be very much abated unless they receive assurance that the State will watch over the execution of their intentions and the safe-keeping of the trust funds."

*3. Instruction and Discipline.*—The course of instruction adopted in the Grammar Schools may be said to comprehend the subjects usually taught to scholars preparing to enter the Universities. In this course classical and mathematical studies preponderate, comparatively little attention being paid to English literature, modern languages, or the sciences of observation and experiment. Of late, however, several causes have conspired to turn the attention of schoolmasters to subjects which they had previously overlooked. The Commissioners of Education have founded exhibitions in Trinity College in connection with some of the Royal Schools and prescribed such course for the candidates as would test their proficiency, not merely in the subjects appointed for the entrance examination, but in English composition, history, and other branches of what is called an English education. This has given rise to a wholesome rivalry among the pupils in the different Royal Schools, and certainly produced a good effect in promoting studies that were formerly almost neglected. The Universities themselves have likewise given a powerful impulse to these studies by establishing new classes of honors, designed to reward the successful pursuit of them. In addition to this influence bearing upon scholars intended for a university career, a new order of things was introduced by the establishment of competitive examinations for admission into the public service, both military and civil. In this examination the English language, literature, and history hold a prominent place, the languages, history, and geography of the continental countries are admitted, and chemistry, physical science, and natural

history are also included. The most intelligent masters of Grammar Schools speedily perceived the bearing of this reform upon the subject of school management and endeavored to make such arrangements as to secure to their pupils a fair chance of obtaining the prizes offered for competition. Perhaps these movements should be referred to a common source—the growth and diffusion of a belief in the necessity of enlarging the foundations of existing school systems.

But with reference to the present state of instruction, it certainly falls below the level that ought to be maintained. While in some of the Royal Schools very efficient instruction in Greek and Latin is imparted and properly qualified assistants are employed to teach the other branches, and in the boarding-schools under the Incorporated Society a well arranged course of English and mathematical study is carefully taught and considerable proficiency attained by the foundation scholars, who possess more than average ability, having gained admission through a competitive examination, yet the inferior condition of the Diocesan schools and the low state of education in other institutions is sufficiently evident. So of the primary schools the report is far from favorable, though among them there is found the greatest possible difference both as regards the character and the efficiency of the means of instruction. In the number of well managed primary schools are those under the management of the National Board, the large schools of the Christian Brothers, and some of the Erasmus Smith English schools, but of the whole number of endowed schools of this class the proportion is very small in which the instruction can be considered very satisfactory. "Great, indeed, would be the advantages diffused amongst the poorer classes by a school in which reading, writing, and the elementary rules of arithmetic were tolerably well taught. But we can not report that the advantages even of this scanty instruction are generally brought home to the cottages of the poor in due accordance with the generous intentions of those persons who have given or bequeathed money for the endowment of schools."

As respects the individual branches of instruction in the grammar schools especially—reading is in general very imperfectly taught. A pupil is rarely met with whose elocution evinces an intelligent comprehension of the subject, combined with clearness of enunciation, and a correct appreciation of the niceties of punctuation, and of the grammatical relation of phrases and sentences to each other. The method of teaching penmanship pursued in the Christian Brothers' Schools is especially approved by the Commissioners. In other schools engraved head-lines, even when they are furnished, are frequently neglected and the pupils are taught to imitate the defective writing of the master. The practice of writing from dictation has been hitherto much neglected and its importance is very imperfectly appreciated. In many of the primary schools, however, this subject has been attended to more carefully and with better results than in the grammar schools. The defects of the present system of education in spelling, punctuation, and other elements of orthog-

Society, young men receive an education qualifying them to become teachers, and they also have an opportunity of acquiring expertness by giving instruction to pupils in the junior classes. But even this school is not professedly a training school, and with this exception there is no endowment whatever which affords to pupils adequate means of fitting themselves for the office of the schoolmaster. The Church Education Society devotes a portion of its funds to the training of masters and mistresses, but the number of pupils trained is small and not sufficient to supply the demand even of the schools under the special care of the Society. Something may be said to be effected towards this end in all schools where the monitorial system is practiced, but the experience of those best acquainted with the working of this system has led them to recommend the restriction of it within narrow limits. The monitor's progress in his own studies is often unduly interfered with by the devotion of a large part of his school-time to his class of junior pupils, and his relation of superiority to them is apt to possess him with an exaggerated notion of his own intelligence. And besides this, it is certain that instruction even in elementary subjects can be best conveyed by those who have long and completely mastered them. The Commissioners do not recommend an extension of the monitorial system as a desirable mode of compensating for the want of well-trained adult teachers. The want of trained female teachers is even more pressing than that of males. The opportunities presented in Ireland to young females for educating themselves as schoolmistresses are quite insufficient, and the bad consequences are painfully apparent in the low state of instruction in many schools for girls.

The average amount of the salaries in the endowed grammar schools is £112, and of the masters and mistresses in the endowed primary schools about £23 a-year. This low scale of remuneration too well accounts for the inefficiency of the schools. Persons of intelligence are discouraged from adopting a calling which is so ill-requited; or finding themselves engaged in it, are tempted to undertake employments inconsistent with the due discharge of their duties as teachers. The underpaid masters of primary schools are too often obliged to cultivate land, or to engage in other avocations which distract them from the performance of their school duties, even if they are not otherwise objectionable. In some schools of a higher kind, the master is induced to undertake ministerial duties, or to raise the school fees and thus exclude from the school the very persons for whose benefit it was endowed. But besides an adequate salary, teachers ought to see before them a reasonable prospect of promotion as the reward of faithful and efficient service, and to have an assurance of some retiring allowance, when age or infirmity shall have disqualified them for the performance of active duties. Arrangements of this kind have been made in hardly any instances for the benefit of masters, and the patronage of the endowed schools being vested in many different hands, it has not been possible to organize an extensive system of

promotion. Even where opportunities have existed to promote efficient masters from inferior to superior situations, the power has not been as fully exercised as was consistent with the interests of the schools.

In view of the condition of the teachers, the Commissioners say:—“We are not of opinion that our endowed schools can be reformed by the pressure of an external authority brought to bear upon them; there must be internal principles of life. Measures must be taken to secure, as far as possible, the selection of properly qualified masters; and those masters when appointed, must be animated in the discharge of their duty by every fitting motive. We must facilitate the training, we must elevate the condition, we must improve the prospects, we must raise the self-respect of the masters; and thus we shall take the surest steps to promote the efficiency of our schools.”

5. *School Premises, Furniture, and Requisites.*—With the exception of the Royal Free Schools, and a few others under the care of the Commissioners of Education, the school-houses of this class are dilapidated and ill-supplied. This applies most forcibly to the class of Diocesan Schools, which have been suffered to fall to decay and ruin through the unwillingness and neglect of the Grand Juries, through whom alone the funds for their maintenance can be raised. In the other grammar schools the inadequacy of endowment is the principal cause of the bad state of repair of the school buildings, whose squalid and dilapidated condition both paralyzes the efforts of even the most zealous and intelligent master to promote good order and neatness, compromises his own self-respect and that of his scholars, and is even seriously prejudicial to health. The advantages of a well-arranged school-room in training to habits of neatness and order are beyond the reach of, or are but imperfectly attainable by the scholars of these poorly endowed grammar schools.

The primary schools, also, having small endowments, are generally in bad repair. In many cases no funds appear available for their continued maintenance, whilst their present inefficient state precludes the hope of exciting in their favor such local support as would save them from ruin. This neglect of comfort, health, and even decency is especially observable in the charity boarding-schools for the poorer classes, demonstrating a want of efficient inspection where it is most needed. Many, however, of the Erasmus Smith English schools are provided with respectable and well-planned school-houses; the best of them being much superior to the grammar schools under the same Board.

With the exception of some of the Royal Schools, but few of the grammar schools are supplied with proper school furniture. The condition of the Erasmus Smith schools in this respect is very discreditable. Among the primary schools the same deficiency prevails, except in the case of the most flourishing schools under the care of the National Board, the Christian Brothers, and the Board of Erasmus Smith. In many cases the scholars are supplied with unsuitable books, and in many more the

supply is altogether disproportionate to the number of pupils. Outline and other large maps are not so frequently found as they ought to be; even writing materials are, in many cases, too scantily supplied, while globes, chemical apparatus, and collections of natural objects are hardly to be found. While the best managed primary schools are adequately supplied with the most essential school requisites, the school-rooms of the ordinary grammar schools are nearly destitute of them, and the Commissioners are forced to admit, as a result of the comparison thus instituted, that instruction in some important branches of education receives a greater amount of attention in the primary than in the superior schools.

6. *Pupils*.—The endowed schools originated in the desire to extend the blessings of education to different ranks, while the first objects of the charities were doubtless those of the poorer and middle classes, who, were it not for the endowments, would have been left without the means of obtaining an education suited to their state of life. But the means of primary education supplied by the parochial and endowed English schools being wholly disproportionate to the wants of the poorer classes, the State has undertaken the establishment of a system of "National Schools" in which a very large number of children receive elementary instruction of a superior kind. So far as regards primary instruction there is no occasion to complain that the children of the poor are left destitute, and the endowed primary schools, though not as well managed as might be wished, are yet conferring benefits upon the class of persons whom they were designed to serve.

It is not so with the endowed grammar schools. The interests of the middle classes have here been sacrificed to those of the higher. The practice of devoting a portion of the charity funds to the payment of apprentice fees has been generally discontinued, and a large proportion of the pupils are received as boarders, paying such stipends and receiving such instruction as indicate that their parents are in comparatively easy circumstances and that they are themselves preparing for the Universities and the learned professions, rather than for the pursuits of commerce and trade. Of the pupils educated in forty-six endowed grammar schools, 506 are boarders paying from about £20 to about £60 a-year. The number of day-scholars is 1,091, while the number of free pupils is only 161. The total annual value of these endowments is about £12,300, indicating that the annual cost of providing free grammar school instruction is at the rate of £76 for each pupil. In the case of the Royal Free Schools there is an even greater disproportion between the magnitude of the endowments and the result produced in promoting free education. The annual value of the endowments is here £6,800; the number of boarders is 177, paying an average of £68 a-year, while the day-scholars number only 114, and the whole number of free pupils is but forty-seven.

The little regard that has been paid to the rights of free admission has already been referred to. The course adopted by the Incorporated Society for filling the free places in the boarding-schools by a public competi-

itive examination is found to be followed by most favorable results. These trials are conducted with judgment and fairness, and exercise a beneficial influence upon primary education in the districts from which the candidates are selected, though some of the most valuable results are doubtless due to the great zeal and ability of those who conduct the examinations.

The great irregularity of attendance of the pupils is a striking feature of the schools for the poorer classes throughout Ireland and especially in the agricultural districts. The labor of all who are capable of aiding in the various harvest operations and in the preparation of turf is more valuable than it was a few years ago. The children are also withdrawn at a very early age, so that the amount of instruction and discipline that can be given is much less than might be supposed. This, however, is not as much felt in Ireland as in England, as the labor of young persons is not so generally in demand for the various purposes of manufactures.

#### DEMAND FOR INTERMEDIATE EDUCATION.

Much evidence was taken by the Commissioners respecting the need of larger provision for intermediate education in Ireland and the best mode of providing for it. This evidence showed the prevalence of a very strong feeling respecting the increasing deficiency of good education for the middle classes, and the conviction was also generally expressed that the desire for an education of a higher character is rapidly gaining ground among the middle classes, and the necessity was urged of Government grants in aid of local efforts for the establishment of suitable intermediate schools.

Mr. Kirk, the member of Parliament for Newry, and long resident in and well acquainted with the north of Ireland, remarked that "though education is much more general now than it was twenty years ago, it is of a lower quality. The cause arises from the fact that before the establishment of National Schools there was in every town one or more school-masters who were capable of teaching, and did teach, classics and science; and though not many pupils took advantage of this, a few did, and those were invariably those who had a taste for a higher education. But the opening of the National Schools took away almost all the children who wished for merely elementary knowledge; since while the national school-master taught all the rudiments for a penny a-week, the old school-master charged from sixteen to twenty-six shillings a-year, or even more; and when the *junior* classes were taken away, the senior were too few to pay; so that in most cases the masters sought other employments, and it is only in a few of the larger towns that such schools now exist at all. At the same time there never was such a demand for educated persons, both at home and abroad, more especially for such as possess a knowledge of languages, literature, and science. The son of the merchant or country gentleman, who can bear the expense, can acquire all this, first, at an academy or boarding school, and secondly, at one of the

rathy, as regards not only the poorer but the middle classes, have been strikingly manifested in the results of the examinations held by the Civil Service Commissioners. They state in their First Report, "that, although the range of examination includes, in some instances, Latin, or a modern foreign language, history, geography, &c., the great majority of rejections have been occasioned, not by ignorance of these subjects, but by inability to spell with ordinary accuracy. The failures, moreover, have not been errors in words of rare occurrence, or technical character, but discreditable mistakes in those of every-day use." Out of a list of 185 rejected candidates, forty-one were refused certificates on the ground of spelling alone, and twenty-three for mistakes in spelling combined with bad writing; while deficiencies of the same sort entered into nearly all the cases of rejection on other grounds.

But the deficiencies in the higher branches of an English education are still more striking. There is a prevailing want of sound instruction in the meanings, derivation, and composition of words and a very general neglect of exercises in the grammatical analysis of sentences. These fundamental defects are not only the chief causes of bad reading, but preclude the possibility of attaining a correct style of speaking and writing. The Civil Service Commissioners, notwithstanding the easy form given by them to the test of proficiency in English composition, found but few instances in which readiness was shown in composing even an ordinary letter. In geography, the inefficient practice prevails of teaching merely by rote or from books. The geography of Great Britain and Ireland, even, are greatly neglected, while the instruction in the elements of physical, political, and commercial geography is even more deficient. In some instances pupils were found who possessed a tolerable knowledge of the geography of Palestine but were wholly unacquainted with that of Ireland. History is rarely taught in the primary schools, and in the grammar schools English history is much neglected and Irish history entirely so. This arises from the difficulty of teaching mediæval and modern history in mixed schools, without giving offense to either the one sect or the other. Little attention has been given to the modern languages. Most frequently they are treated as *extras*, and form no part of the regular and prescribed course; but even where this is not the case, the number of lessons given—one, or at the farthest two, a-week—is quite inadequate to produce any permanent good results. The study of Greek and Latin, on the other hand, has demanded too great an amount of time, to the prejudice of other essential branches, while, moreover, the knowledge of these languages that is ordinarily attained is very imperfect and quite disproportionate to the amount of labor bestowed upon their acquisition.

In arithmetic the practice is too general, and more especially in the grammar schools, of intrusting instruction to persons of inferior mathematical attainments. Hence, there is an absence of sound instruction in the elementary rules and operations. And in some schools there is even found an ignorance of numeration, a subject which, however, receives

due attention in the schools of the Christian Brothers and in those under the National Board. Plane geometry is generally well taught, but the instruction in algebra is less efficient, and the pupils are not sufficiently trained in the use of logarithmic tables. Solid geometry, also, though attended to in many of the primary schools, is neglected in the grammar schools. The practice of "cramming," and the undue importance often given simply to the memorizing of particular mathematical deductions, are greatly to be regretted. They impede the acquisition of a sound knowledge of general principles and interfere with that mental discipline which is the main object of these studies. The study of astronomy and the use of the globes, natural philosophy, chemistry, physiology, and natural history, are almost universally excluded from the course of instruction. Book-keeping is successfully taught in the schools of the Christian Brothers at Cork, as indeed in other schools, but in a way so purely mechanical as to produce little benefit. In the majority, it is wholly neglected. Mensuration is well taught in the Christian Brothers' Schools and also in some of those under the National Board. Instruction in navigation and in drawing is seldom given. There are also very few schools where the children are taught to sing by note. Singing by rote is more common. Vocal music is taught in the Model Schools under the National Board at extra hours, and the number of pupils that attend is very considerable.

As regards the practical instruction of girls, a short-sighted anxiety to furnish "industrial instruction" has too often led to a neglect of sound mental and moral training. This is especially observable in the schools where instruction is given in the art of lace-making and fancy work, in some of which the amount of time devoted to them is excessive. In the girls' boarding-schools under the Incorporated Society all the pupils in turn are required to perform the various household tasks.

The subject of discipline requires few words. Personal chastisement seems in general to be inflicted only in cases of extreme misbehavior, though no record is made of such infliction, and the governors of the school are thus left without the means of checking any undue severity on the part of the master. It is found that the necessity of resorting to punishment of any kind is least felt in those schools in which the best instruction is given and the greatest pains taken to promote the general well-being of the pupils.

4. *Qualifications of Masters.*—The inefficient condition of many of the schools is owing to the want of masters who have passed through a proper course of preliminary training. As yet the supply of such masters falls very far short of the demand for their services, although the sums of public money placed at the disposal of the National Board have enabled the Commissioners largely to extend the benefits of their model and training schools. On the other hand, the endowed grammar schools and other higher institutions do but little to supply the want complained of. In the principal boarding-school under the care of the Incorporated

Society, young men receive an education qualifying them to become teachers, and they also have an opportunity of acquiring expertness by giving instruction to pupils in the junior classes. But even this school is not professedly a training school, and with this exception there is no endowment whatever which affords to pupils adequate means of fitting themselves for the office of the schoolmaster. The Church Education Society devotes a portion of its funds to the training of masters and mistresses, but the number of pupils trained is small and not sufficient to supply the demand even of the schools under the special care of the Society. Something may be said to be effected towards this end in all schools where the monitorial system is practiced, but the experience of those best acquainted with the working of this system has led them to recommend the restriction of it within narrow limits. The monitor's progress in his own studies is often unduly interfered with by the devotion of a large part of his school-time to his class of junior pupils, and his relation of superiority to them is apt to possess him with an exaggerated notion of his own intelligence. And besides this, it is certain that instruction even in elementary subjects can be best conveyed by those who have long and completely mastered them. The Commissioners do not recommend an extension of the monitorial system as a desirable mode of compensating for the want of well-trained adult teachers. The want of trained female teachers is even more pressing than that of males. The opportunities presented in Ireland to young females for educating themselves as schoolmistresses are quite insufficient, and the bad consequences are painfully apparent in the low state of instruction in many schools for girls.

The average amount of the salaries in the endowed grammar schools is £112, and of the masters and mistresses in the endowed primary schools about £23 a-year. This low scale of remuneration too well accounts for the inefficiency of the schools. Persons of intelligence are discouraged from adopting a calling which is so ill-requited; or finding themselves engaged in it, are tempted to undertake employments inconsistent with the due discharge of their duties as teachers. The underpaid masters of primary schools are too often obliged to cultivate land, or to engage in other avocations which distract them from the performance of their school duties, even if they are not otherwise objectionable. In some schools of a higher kind, the master is induced to undertake ministerial duties, or to raise the school fees and thus exclude from the school the very persons for whose benefit it was endowed. But besides an adequate salary, teachers ought to see before them a reasonable prospect of promotion as the reward of faithful and efficient service, and to have an assurance of some retiring allowance, when age or infirmity shall have disqualified them for the performance of active duties. Arrangements of this kind have been made in hardly any instances for the benefit of masters, and the patronage of the endowed schools being vested in many different hands, it has not been possible to organize an extensive system of

promotion. Even where opportunities have existed to promote efficient masters from inferior to superior situations, the power has not been as fully exercised as was consistent with the interests of the schools.

In view of the condition of the teachers, the Commissioners say:—“We are not of opinion that our endowed schools can be reformed by the pressure of an external authority brought to bear upon them; there must be internal principles of life. Measures must be taken to secure, as far as possible, the selection of properly qualified masters; and those masters when appointed, must be animated in the discharge of their duty by every fitting motive. We must facilitate the training, we must elevate the condition, we must improve the prospects, we must raise the self-respect of the masters; and thus we shall take the surest steps to promote the efficiency of our schools.”

5. *School Premises, Furniture, and Requisites.*—With the exception of the Royal Free Schools, and a few others under the care of the Commissioners of Education, the school-houses of this class are dilapidated and ill-supplied. This applies most forcibly to the class of Diocesan Schools, which have been suffered to fall to decay and ruin through the unwillingness and neglect of the Grand Juries, through whom alone the funds for their maintenance can be raised. In the other grammar schools the inadequacy of endowment is the principal cause of the bad state of repair of the school buildings, whose squalid and dilapidated condition both paralyzes the efforts of even the most zealous and intelligent master to promote good order and neatness, compromises his own self-respect and that of his scholars, and is even seriously prejudicial to health. The advantages of a well-arranged school-room in training to habits of neatness and order are beyond the reach of, or are but imperfectly attainable by the scholars of these poorly endowed grammar schools.

The primary schools, also, having small endowments, are generally in bad repair. In many cases no funds appear available for their continued maintenance, whilst their present inefficient state precludes the hope of exciting in their favor such local support as would save them from ruin. This neglect of comfort, health, and even decency is especially observable in the charity boarding-schools for the poorer classes, demonstrating a want of efficient inspection where it is most needed. Many, however, of the Erasmus Smith English schools are provided with respectable and well-planned school-houses; the best of them being much superior to the grammar schools under the same Board.

With the exception of some of the Royal Schools, but few of the grammar schools are supplied with proper school furniture. The condition of the Erasmus Smith schools in this respect is very discreditable. Among the primary schools the same deficiency prevails, except in the case of the most flourishing schools under the care of the National Board, the Christian Brothers, and the Board of Erasmus Smith. In many cases the scholars are supplied with unsuitable books, and in many more the

supply is altogether disproportionate to the number of pupils. Outline and other large maps are not so frequently found as they ought to be; even writing materials are, in many cases, too scantily supplied, while globes, chemical apparatus, and collections of natural objects are hardly to be found. While the best managed primary schools are adequately supplied with the most essential school requisites, the school-rooms of the ordinary grammar schools are nearly destitute of them, and the Commissioners are forced to admit, as a result of the comparison thus instituted, that instruction in some important branches of education receives a greater amount of attention in the primary than in the superior schools.

6. *Pupils*.—The endowed schools originated in the desire to extend the blessings of education to different ranks, while the first objects of the charities were doubtless those of the poorer and middle classes, who, were it not for the endowments, would have been left without the means of obtaining an education suited to their state of life. But the means of primary education supplied by the parochial and endowed English schools being wholly disproportionate to the wants of the poorer classes, the State has undertaken the establishment of a system of "National Schools" in which a very large number of children receive elementary instruction of a superior kind. So far as regards primary instruction there is no occasion to complain that the children of the poor are left destitute, and the endowed primary schools, though not as well managed as might be wished, are yet conferring benefits upon the class of persons whom they were designed to serve.

It is not so with the endowed grammar schools. The interests of the middle classes have here been sacrificed to those of the higher. The practice of devoting a portion of the charity funds to the payment of apprentice fees has been generally discontinued, and a large proportion of the pupils are received as boarders, paying such stipends and receiving such instruction as indicate that their parents are in comparatively easy circumstances and that they are themselves preparing for the Universities and the learned professions, rather than for the pursuits of commerce and trade. Of the pupils educated in forty-six endowed grammar schools, 506 are boarders paying from about £20 to about £60 a-year. The number of day-scholars is 1,091, while the number of free pupils is only 161. The total annual value of these endowments is about £12,360, indicating that the annual cost of providing free grammar school instruction is at the rate of £76 for each pupil. In the case of the Royal Free Schools there is an even greater disproportion between the magnitude of the endowments and the result produced in promoting free education. The annual value of the endowments is here £6,880; the number of boarders is 177, paying an average of £43 a-year, while the day-scholars number only 134, and the whole number of free pupils is but forty-seven.

The little regard that has been paid to the rights of free admission has already been referred to. The course adopted by the Incorporated Society for filling the free places in the boarding-schools by a public compet-

itive examination is found to be followed by most favorable results. These trials are conducted with judgment and fairness, and exercise a beneficial influence upon primary education in the districts from which the candidates are selected, though some of the most valuable results are doubtless due to the great zeal and ability of those who conduct the examinations.

The great irregularity of attendance of the pupils is a striking feature of the schools for the poorer classes throughout Ireland and especially in the agricultural districts. The labor of all who are capable of aiding in the various harvest operations and in the preparation of turf is more valuable than it was a few years ago. The children are also withdrawn at a very early age, so that the amount of instruction and discipline that can be given is much less than might be supposed. This, however, is not as much felt in Ireland as in England, as the labor of young persons is not so generally in demand for the various purposes of manufactures.

#### DEMAND FOR INTERMEDIATE EDUCATION.

Much evidence was taken by the Commissioners respecting the need of larger provision for intermediate education in Ireland and the best mode of providing for it. This evidence showed the prevalence of a very strong feeling respecting the increasing deficiency of good education for the middle classes, and the conviction was also generally expressed that the desire for an education of a higher character is rapidly gaining ground among the middle classes, and the necessity was urged of Government grants in aid of local efforts for the establishment of suitable intermediate schools.

Mr. Kirk, the member of Parliament for Newry, and long resident in and well acquainted with the north of Ireland, remarked that "though education is much more general now than it was twenty years ago, it is of a lower quality. The cause arises from the fact that before the establishment of National Schools there was in every town one or more school-masters who were capable of teaching, and did teach, classics and science; and though not many pupils took advantage of this, a few did, and these were invariably those who had a taste for a higher education. But the opening of the National Schools took away almost all the children who wished for merely elementary knowledge; since while the national school-master taught all the rudiments for a penny a-week, the old schoolmaster charged from sixteen to twenty-six shillings a-year, or even more; and when the junior classes were taken away, the senior were too few to pay; so that in most cases the masters sought other employments, and it is only in a few of the larger towns that such schools now exist at all. At the same time there never was such a demand for educated persons, both at home and abroad, more especially for such as possess a knowledge of languages, literature, and science. The son of the merchant or country gentleman, who can bear the expenses, can acquire all this, first, at an academy or boarding school, and secondly, at one of the

Queen's Colleges or Trinity College; but this is far beyond the reach of the son of the small farmer, the shop-keeper, the clerk, the artisan, the mechanic, or the manufacturer."

The Rev. Dr. McCosh, Professor in the Queen's College, Belfast, also forcibly illustrated the serious deficiencies existing in the system of intermediate education in the north of Ireland :—"There are large villages, populous rural districts, and even market and borough towns, which are not within five, ten, or even twenty miles of any classical school." And he gives corroborative statements respecting the province of Ulster, notoriously in a better position than other provinces, mentioning numerous towns of two, four, six, or even ten thousand inhabitants that have scarcely a classical or high school of any character whatever. An annexed table contains a list of the towns in Ireland of over 2,000 inhabitants and having no endowed Grammar or superior English school, including four of over 10,000, eight of between 6 and 8,000, sixteen of between 4 and 6,000, and sixty-three of between 2 and 4,000 inhabitants.

As to the means proposed for supplying this deficiency, the Commissioners believe that it can be effected, without establishing a Government system of intermediate education in places where it might not be acceptable to the majority of the inhabitants, by the union of local funds, under the management of local trustees, with grants of public money. The provision for local management would enable the trustees to make suitable regulations for religious instruction, provided that the school shall, as a condition of its partaking of the grant of public money, admit of the united education of persons of all religious persuasions; and provided, also, that the local managers shall be subject to the direct control of the proposed Commissioners of Endowed Schools.

This conclusion is dissented from by H. G. Hughes, one of the Commissioners, who states his conviction that its principle is wrong and unsuited to the condition of society in Ireland. He asserts that the "mixed" system would receive the determined opposition of the Roman Catholic bishops, and if requiring the aid of local assessments, would be impossible. "The mixed system will not be adopted by the Roman Catholics." On the other hand, the existing schools in Ireland that have received the highest commendations of the Commission are those of an essentially "separate" and exclusive character. They are the schools of the Christian Brothers, the schools of the Incorporated Society, and the schools of the Society of Friends. In these schools the managers, teachers, and pupils are of the same religious persuasion, and religious instruction is not only incorporated with secular instruction, but the latter is made subservient to the former, and in these "separate" schools larger numbers receive a better education, at less expense, than the pupils of any other schools that came within the scope of the Commission. Mr. Hughes therefore believes the "separate" system to be, not only sound in principle, but worthy of a fair trial as the only alternative the State can adopt, if it proposes to legislate for the education of the middle classes.

## RECOMMENDATIONS OF THE COMMISSION.

The Commissioners recommend the establishment of a separate office for the Registration of School Endowments, where the originals or copies of all deeds, wills, or other documents containing trusts for school purposes should be lodged and committed to the custody of an officer exclusively charged with the duty of preserving and arranging them, and making their contents known and accessible to the public.

They also recommend a Board of Audit established in Dublin, possessing the power of enforcing the transmission of accounts and vouchers, of prosecuting defaulters and recovering balances, to report periodically to the Lord Lieutenant.

The Commissioners recommend, as of the most vital importance, a reconstruction of the system of supervision and control, placing it upon a broader basis and modifying as the experience of forty years has shown to be necessary. They would therefore advise the discontinuance of the Commissioners of Education and the establishment of a new Board, composed of a sufficient number of members, appointed by the Government, and selected with a due regard to the representation of the various religious persuasions. One of the Board should receive a salary and devote his whole time to its business, upon whom the chief responsibility should devolve and who should be selected mainly with a view to his fitness for these duties. To secure efficient and periodical inspection there should be one or more well-trained and adequately paid inspectors, with periodical visitations, at least of the chief schools, by the paid Commissioner. The jurisdiction of the Board should extend to all of the non-exclusive schools, all of whose property should be vested in the new Board, with authority to redistribute the revenues, and to consolidate, divide, or change the location of the schools. They should have authority, so far as consistent with the rights of private patronage, to appoint head masters, to regulate the salaries of teachers and assistants, to promote them, to dismiss for inefficiency or other sufficient cause, and to grant retiring pensions in cases of long and faithful service. They should also have the power of regulating the course of instruction, and a large measure of control over the teachers. They also recommend the inspection of the estates by a paid functionary under direction of the Board, and their management by local agents. The Board of Commissioners should also make annual report to Parliament of all their proceedings, including the results of their inspection of schools. Special recommendations are made respecting the Diocesan, Royal, and other non-exclusive schools under the proposed Board, as their different circumstances or defects suggest.

The Erasmus Smith schools, the schools of the Incorporated Society, and all the other exclusive schools and endowments are made the subject of special suggestions respecting their inspection and management, repair of buildings, training and support of teachers, admission of pupils, course of instruction, &c.; and it is recommended that certain schools be converted into training institutions for the instruction of schoolmasters

and mistresses, or into model schools, furnishing training for pupil-teachers.

As respects religion in school, they consider it possible to separate the courses of secular and religious instruction so far as to enable scholars of different religious denominations to receive secular instruction in the same school without compromise of opinions or risk of offense; and that one of the chief recommendations of day-schools and of the great advantages which these possess over boarding-schools consists in the facilities which they afford for combining home instruction in religious and moral principles with school instruction of a purely secular nature. They therefore advise that the trustees of all boarding-schools should be enabled to discontinue the boarding department and to employ the endowment in the support of the pupils as residents in families of the same religious belief, and where they can attend day-schools approved of by their parents and guardians, and can also enjoy the spiritual instruction and care of the clergy of the same denomination.

They advise that the rights of free admission should be clearly defined and strictly enforced; that visitors and trustees should be required by statute to visit their schools at least once a-year and that the results of the visitation should be made public in the newspapers; that a system of superannuation of teachers should be adopted; that the age of retirement should be fixed, and that schoolmasters should be required to insure for a sum equal to, at least, three times their annual salary, payable at that period, or at death, whichever should first happen, the policy being assigned to the managers of the school and the premiums being paid by deductions from the salary, which when too small should be increased for the purpose.

They recommend in detail a more extended and thorough course of English and scientific instruction, and improved methods of classical instruction in the grammar schools. They also advise a continuation of the system of competitive examinations for appointments in the public service, as a measure that would effectually promote intermediate education, and that the tests for these examinations should be as general as possible in their character so as to avoid the serious evils that would arise from directing the attention and efforts of masters to preparation simply for the special requirements of the public service.

## IX. PUBLIC INSTRUCTION IN HANOVER.

[Continued.]

---

### II. SECONDARY SCHOOLS.

#### I. HISTORY.

THE history of Higher Education in Hanover, closely connected here, as throughout Europe, with the history of the Church, is divided into two eras by the Reformation. The early establishment of institutions for the purposes of instruction, contemporary with the introduction of Christianity under Charlemagne, was due only to the necessity of educating a clergy for the Church, and their character and standing were at all times determined by the views of the Church in regard to the training of those in ecclesiastical office. The "*scholas greca et latina*" at Osnabrück, founded probably in 783, were undoubtedly the first, though similar cathedral schools were attached to the bishoprics of Verden, Bremen, and Hildesheim, which were established shortly afterwards. Convents were soon built and monasteries of different orders were multiplied in all parts of the land, in connection with which were numerous monastic schools. The oldest and most prominent of these was that of Bardewick, founded early in the ninth century. The monks of the orders of St. Francis and St. Dominic, under the vows which governed them, were eminently zealous and influential in behalf of education, especially in the cities, while Chrodegang's Rules for Canonical Life, which became widely prevalent with the clergy, created a general tendency in the same direction. Teachers were at first drawn principally from Fulda and Corvey, but the schools were soon in a condition to themselves supply this demand. Throughout the tenth century there was an apparent decline in the energy of these institutions, the instruction that was given not going beyond a mechanical training for the service of the Church. The next century, however, shows an advance. The study of the classics, Virgil, Horace, Sallust, Statius, and even Homer, is mentioned in addition to the use of the writings of the Fathers, and the character of the schools is attested by the appearance of such men as Dietmar, Witichind, Adam of Bremen, and Hrotsvitha, and of Bernward of Hildesheim, teacher and friend of Otto III., his successor Godehard, the confidant of Henry II., and Meinwerk, Bishop of Paderborn. These did much for the promotion of classical studies, and their schools became widely known. But their progress was soon checked by the growing degeneracy of the clergy and of the monks, consequent upon the increased wealth of the convents and chapters, under the influence of which, labor was neglected and vows were forgotten. The political troubles which followed the reign of Henry

the Lion were, moreover, very unfavorable to educational progress. Occasional efforts were made towards ecclesiastical reform, the new orders of the Cistercians and Premonstrants arose, and the severity of the Benedictine rules was partially restored, but the schools still suffered from neglect and it was not until the dawn of the more complete Reformation that any special improvement was visible.

In the organization of these schools, as everywhere in the middle ages, we find existing the division of the scholars as "interiores" and "exteriores," according as they resided at the school or at home. The "scholæ minores," which Charlemagne had required to be opened at every convent for the instruction of the children both of the free and serfs of the immediate neighborhood, were simply for elementary instruction and in very many cases were the only ones that existed. The "scholæ maiores," which were intended to embrace the whole range of the sciences as at that time known, could be sustained only by the larger and more richly endowed foundations. In most of these schools the instruction consisted in learning the creed, Lord's prayer, etc., in Latin, with the lives and legends of the saints; Latin grammar, (usually as taught in the "Doctrinale" of Alexander,) to which was sometimes added the reading of Virgil and other authors; and the study of rhetoric and dialectics. To meet the wants of the Church service, music was always made prominent, while what was called astronomy was in general nothing but a mere knowledge of the calendar for determining the festivals of the Church. Arithmetic and geometry were also limited to what was most essential.

The first evidence of a better spirit is seen in the attempts of some towns to establish schools of their own. The attempt, however, was always beset with numerous difficulties, inasmuch as the clergy claimed the exclusive right of instruction and jealously guarded against its infringement, while the older institutions set themselves in active and bitter opposition to the new. In general, application had to be made to the bishop, or even to the Pope, for the privilege, and where a school already existed, rarely was anything more allowed than "German schools," for instruction in reading and writing. Yet even with these hindrances many schools would have been established as early as the thirteenth and fourteenth centuries, had not the commotions of the times turned attention to other subjects. Where the right of granting this permission was vested in the sovereign, the object was more easily attained, as by the city of Hanover from Duke Otto in 1280. Still these city schools prior to the Reformation were few in number and differed but little from the convent schools, the instruction being still in the hands of the clergy. The Universities, with their guildlike exclusiveness and adherence to the scholastic methods of instruction, exerted but little influence upon them, and it was long before we see in them any trace of the so-called "revival of letters." Whatever of this kind occurs was due to the labors of Gerhardus Magnus and Thomas à Kempis, who were both the forerunners of the Reformation by founding the "Brotherhood of the Common Life,"

and persuaded their disciples and others to the study of the languages and sciences, and gave in the instruction of youth a strong impulse in the right direction.

The effect was felt in the new era of the system of schools that commenced with the Reformation. Through the favor of the ruling princes, or in spite of their opposition, the Reformation was early introduced and became prevalent in a comparatively short time in all the different sections of the territory, excepting the episcopal sees of Hildesheim and Osnabrück, and a few monasteries. The change was effected under the counsels and encouragement of the great Reformer himself and by his intimate friends Urbanus Regius, Corvinus, Bugenhagen, Armsdorf, and others, who in the reorganization of the Church and schools followed in general the course which he had marked out. The different "Church Regulations," extending in some cases over a large territory and again over but a single city, included also the schools, so far as to require that they should be established, that the teachers should be installed and provided with the necessary "apprentices," and with choristers for instruction in music. As regards the instruction to be given, reference was generally made to Luther's pamphlet "To the Counselors of all the German cities," and to the school ordinance of Saxony of 1528. But in all, the school was considered the daughter of the Church and subject to her; the Gospel was the moving power of the times and its spread was the prime duty of the times.

At first, therefore, the schools were truly "Latin" schools, in each of which were generally three classes. In the lowest class were taught reading, writing, the Lord's prayer, the creed and prayers; Donatus was given them to read and Cato to translate and commit to memory, by which means a large number of Latin words were learned. The second class studied grammar, etymology, syntax, prosody, &c., and read *Aesop's fables*, the *Pædologia* of Mosellanus, the *Colloquies* of Erasmus, and passages from Plautus and Terence. Much was committed to memory. Religious instruction was given every Wednesday and Saturday, embracing the Ten Commandments and the Creed, and the translation from the Vulgate of the Gospel of St. Matthew and perhaps one of the Epistles, and Proverbs. In the third class this instruction was continued, and the Latin was followed up by the reading of Virgil, Ovid, and Cicero's Offices and Epistles, with metrics and a weekly composition of some kind. Latin conversation was much insisted upon. Dialectics and rhetoric were finally taken up, and in all classes music and singing were duly attended to.

Numerous schools of this character were soon established throughout Protestant Germany, not only in the larger cities but even in such as were unable to allow an "apprentice" as assistant in teaching. These were often joined with the "German schools" under the charge of a university graduate as rector—an arrangement that has in some cases survived to the present day. The rector was usually employed by the city

council, and selected his own assistants. The city clergy had the oversight and visitation of the school. Prizes were offered by the council in reward of diligence, and the interest of the public in the new institutions was very general. The reformed monastic schools were similarly organized, and being endowed with the secularized property of the convents and chapters, were often richer than the city schools, which had also the benefit of the devolved ecclesiastical benefices.

The Interim of Charles V., in its application to the schools, was either disregarded or to some extent successfully resisted, until by the religious peace of Augsburg in 1555, full liberty was again restored, which on the part of some of the cities was made more sure by the payment of considerable subsidies to the sovereign. But it had soon been seen that these schools were very defective both in their organization and in the character of their teachers, and numerous attempts were made in the different territories for their improvement, with but little success. The first important change was effected over a large part of the present territory by Julius, Duke of Brunswick-Wolfenbüttel, in 1584, by whom all the city, town, and convent schools were placed under the consistory at Wolfenbüttel, while each institution was subjected to the oversight of a special committee. The election, examination, duties and salaries of the teachers were provided for, and in the course of study, while Latin still received the greatest attention, the aim was higher, the readings were more comprehensive and the exercises were more varied and difficult. The study of Greek was also pursued in the two higher classes. Melancthon's textbooks were introduced and his influence was largely felt.

The other parts of the country gradually attained to a more fixed and uniform order, both in the Church and schools, under which, from the middle of the sixteenth century to the thirty years' war, there was continual advance in the system of higher education. The number of classes was increased in the Latin schools to five and six, and a demand arose for yet higher institutions that should give a satisfactory preparation for the University, or even take its place. Such a one had been opened at Göttingen in 1542, but was closed two years afterwards. Another was founded in 1586, in which the course of instruction included Latin, Greek, and Hebrew, rhetoric, dialectics, Latin prose and metrical composition, physics, and lectures upon divinity and Roman law, and even for a short time upon medicine. A somewhat similar college existed at Ilfeld, of which Michael Neander was rector from 1550 to 1595, who by his example, writings, and teachings exerted an extraordinary influence—as did also John Sturm, by his energy and activity.

But the increase of these schools, which had now become numerous, and the improvement in the course of study which began now to include mythology, history, and the elements of mathematics, and the prominent influence of the University at Helmstedt in supplying the schools with efficient teachers, were cut short by the course of political events. During the thirty years' war many schools were closed, many were with

difficulty kept alive, while others were, at least for a time, transferred to the Catholics under the edict of restitution. After the pacification, the institutions were reestablished and prosperity restored more speedily than could have been expected, but the greatest difficulty lay in the barbarity, rudeness, and disinclination for thorough culture, which the war had caused. It was more easy to excite a fondness for a mere show of learning, such as was then so prevalent in France. There were, however, some institutions toward the close of the seventeenth and in the beginning of the eighteenth centuries, that were ably conducted; among these was the "Ritter Academy" at Lüneburg, for the education of the nobility for the public service, which was founded in 1655 and continued until 1849.

The farther perfection of the school system became now more possible through the consolidation of the several territories under one government, which was completed in 1705. The consistory at Hanover now alone assumed the management of churches and schools, but its control was limited to a general inspection, the internal as well as external affairs of each school being still to a great extent in the hands of the city clergy and magistrates. The rapidly increasing and excessive number of theological candidates afforded occasion for the first sovereign School Edict, of 1722. This law discouraged from a course of study at the University all such, of the lower orders in particular, as were not especially qualified for it, and required that every one having such a course in view should, before his fourteenth year, undergo an examination before a special committee appointed in certain cities for the purpose. If not found to possess the requisite abilities, no scholarship could be granted for his support. The others, after four years of study, were to be subjected to a second examination, upon the result of which depended their claim to a university stipend. That this edict was not more fully carried into execution may be in a measure due to the establishment of the University of Göttingen, an event of great import to the higher schools, and also to the founding of the Teachers' Seminary in connection with the University, for supplying a pressing want which the old State University at Helmstedt had long failed to meet.

This institution was opened in 1737 with nine theological students as pupils, under the care of Gesner, Professor of Eloquence in the University. They were required, besides attention to the essentials of divinity, to pursue a course of mathematics, including arithmetic, geometry, general astronomy, and mechanics, to attend lectures on physics, and to study universal history, in connection with geography. They were permitted to attend the lectures upon philosophy, but in order to understand the ancient and modern philosophies and to be able to express themselves upon such subjects in good Latin, a weekly lecture and disputation was held upon the "Initia" of Ernesti. Gesner was also required to give them lectures upon the art of instruction; upon Latin grammar, showing both how to teach and how to use it, with exercises in accurate transla-

tion; upon Greek grammar and its application; upon rhetoric, with elaborate exercises in composition; upon the poetry of the Germans, Romans and Greeks; and upon Greek and Roman antiquities. The students were also advised to private exercises together, such as the comparison of the original text of the Scriptures with Luther's German and Castellio's Latin translations, and the reading of geographical works in connection with the study of maps. Opportunity for practice in teaching was afforded at the gymnasiums. Each student received an annual stipend of fifty thalers, and on leaving the school had the right to give private instruction until a vacancy occurred in a public institution, and after ten years of faithful service he could claim priority in appointment to an office in the Church.

A second law was issued by George II. in August, 1787, drawn up by Gesner and others, and designed to introduce a uniform method of teaching into all the schools of the larger cities. It gave in detail the duties of the rector and teachers, and prescribed minutely the method of instruction in each study, but as it failed of being carried into operation, it is only of interest as illustrating the methods of that period. Arithmetic was limited to the rule of three and common fractions. The study of geometry was recommended. Great attention was given to "object teaching," and to the acquirement of the names, both in German and Latin, of every natural object. Great use was made of Comenius' "*Orbis Pictus*," walks were to be taken, workshops to be visited, and lectures given on the most prominent phenomena of nature and art. Instruction was to be given in all kinds of civil matters and forms of business, and the reading of books, and even of newspapers, was to be taken advantage of for these purposes. Meanwhile the Latin was not neglected but was made the center of instruction. The directions respecting this study were most minute. Exercises in speaking it and in committing words and sentences to memory long preceded any instruction in grammar. The "*Liber Memorialis*" of Cellarius, Hübner's History, and passages from Castellio's Latin Bible were first read and learned, followed by instruction in the declensions, conjugations, and syntax. The course of reading included Phædrus, Eutropius, Valerius, Nepos, Justinus, Cæsar, Livy, and Cicero, with strict attention to the construction and grammar, history and antiquities, and with constant employment of the language both in speaking and writing.

The study of Greek was conducted upon the same general principles. The reading consisted of the New Testament, Gesner's Reader, Xenophon's *Memorabilia*, Homer and Hesiod. Hebrew was taught in preparation for a theological course. Geography and history received in turn two hours a week only, their completion at the University being trusted to the private diligence and interest of the student. Music was made prominent. Besides the class exercises, an hour's private instruction daily was required of every pupil for his more thorough understanding of what had been gone over, and opportunity was also given for a more extended instruction in any branch, to such as desired it.

The ordinance also provided that the professor of eloquence at the University, who was at the head of the Teachers' Seminary, should be inspector of the schools and see to the faithful carrying out of its regulations, to whom also the rectors were required to report. But jealous of their rights and of the independence still left to them, and offended at the appointment of a monitor and master, the magistrates and rectors left the ordinance unheeded except when forced to comply with it, and in not one institution was it carried into full operation. The inspectorship was abolished after Gesner's death in 1761, and the prosperity of the schools was now due solely to the beneficial influence of the University and Teachers' Seminary, and to the personal efficiency of the rectors and teachers. The theological course of study which the teachers had all passed through, added little to their excellence as teachers; indeed, the spirit of the age, with its tendency to rationalism on the one hand and to pietism upon the other, showed such an indifference to the Church, that in 1776 it was deemed necessary to issue a proclamation for the encouragement of theological study. Yet under the influence of the philosophical training of the University and the teachings of Heyne, Mitcherlich and others at the Teachers' Seminary, there were men who strove to realize Gesner's ideas and methods, and who pursued a steady and judicious course through the wordy wars of that period, which were fostered by the pretensions of Basedow and his adherents. Among these may be especially mentioned John Daniel Schumann, one of the earliest of Gesner's pupils, who was rector at Frankenhäusen, Einbeck, Clausthal, and afterwards at Hanover. These men considered real knowledge and a thorough instruction in Christianity as the surest remedies for a sectional and fanatical spirit, and therefore, with strict attention to other branches, devoted also from six to eight hours a week to the study of the Bible and catechism.

But one of the most serious hindrances to the prosperity of the schools has always been the relation of the teacher's office as the entrance-door to the more lucrative, respected, and less laborious office of the ministry. The teacher's position was not an attractive one, particularly in the smaller cities where hard labor and an insufficient salary were united. In regard to the condition of the schools in 1780, Heyne writes that few of the large schools had derived any marked advantage from the improved methods of the thirty years preceding in the study of the classics, or from the liberal ideas of education that had recently arisen. Few had undergone a corresponding remolding and improvement in the system of instruction. He complains of the "modern pedagogues," who overthrow the old order of things without knowing what they substitute in its place, and also of the numerous Latin schools, in places where they were not needed, without the necessary means or force of teachers, which allure to a course of study boys of only moderate abilities, whose highest attainments can but lower the standard of culture among the educated classes. "Without a general superintendence over the system and a

fixed Board which shall have oversight over the whole, which shall examine the teachers and give direction and counsel respecting the management of the schools in every place, there is little hope of their improvement. But few men in any country can be expected to have enlightened ideas of a school system. It needs much study and knowledge that lies outside of the beaten paths; it needs a special direction to be given to the mental powers, and long-continued attention, observation and experience, before the wants and difficulties can be understood even, much less removed. But in pedagogy, as in medicine, every one is a doctor."

The city magistrates themselves could no longer close their eyes to the deficiencies of the schools under their charge, and we now see those who had rejected Gesner's superintendence, applying to his successor for advice and assistance. The application of the city of Göttingen to Heyne, in 1797, for a teacher, led to a thorough reorganization of the gymnasium, of which the supervision was given to him. Owing to his success here, a new constitution was also drawn up by him in 1802 for the Lyceum at Hanover, and in 1808 he aided in effecting improvements in the gymnasium at Clausthal. Political disturbances prevented similar reforms in other cities. His position at the head of the Teachers' Seminary gave him a great influence, which was increased by his constant and vigorous opposition to the efforts of the "Reformers" to degrade the study of the ancient languages from the place which it had so long held. The location of the teachers was to a great extent in his hands, inasmuch as he was consulted whenever a vacancy occurred, and his recommendation was equivalent to the bestowal of the position. As this was also true of his successors, the final result was that the consistory at Hanover, to whom the examination of teachers had belonged and was obligatory, gradually resigned the duty and lost all connection with the higher schools. This was less the case, however, with the consistories of Stade, Ottendorf, Osnabrück, and Aurich, where a custom once established was less easily changed, and where the schools were under the more immediate inspection of the consistories.

Still the great want of unity of plan and object in the different schools was not met. The most serious differences existed in the proficiency of students presenting themselves for entrance into the University, owing to the want of any final examination or of any uniform standard of requirements for academical study, and it was to remove this evil that the present organization of the higher schools was finally effected. This organization is based upon three ordinances which provide respectively for the examination of the proficiency of candidates for the University, for the establishment of a supreme Board of Instruction, and for the examination of candidates for the teacher's office.

## II. EXISTING ORGANIZATION.

### 1. *The Examination in Proficiency.*

The Royal ordinances of Sept. and Nov., 1829, were designed to in-

sure a sufficient preparation on the part of students entering the University, and to prevent youth from entering upon a course of academical study who have not sufficient mental ability for it. To secure the latter object, a prior examination is required, as by the former law of Nov., 1722, by a committee formed of the regular teachers of each gymnasium, and in accordance with directions prescribed in the ordinance.

The proficiency examination, on the other hand, at the close of the gymnasial course, is so far made obligatory that a certificate of proficiency, so gained, is necessary to every one intending to enter a profession requiring three or more years of university study, and is made an indispensable condition to a position as clergyman, lawyer, physician, or teacher in a higher school, as well as for the attainment of the Doctorate or a professorship in the University. There is an examining committee at each fully organized gymnasium, consisting of the regular teachers, a competent clergyman, one of the city magistrates, and the royal commissioner, who acts as chairman. There is a similar committee at the University of Göttingen, and a central committee at the Lyceum in the city of Hanover. Every student must be examined at the gymnasium which he last attended.

At the written examination, the written exercises of all the previous year, with the corrections, as from the hand of the teacher, are laid before the committee, together with the "curriculum vite," which has been prepared under the oversight of a teacher and shows all the studies that have been gone over. A preliminary judgment can thus be formed of the standing of the examinant. There is then required a German and a Latin composition; a translation from one of the more difficult Greek or Latin authors, with Latin annotations; a translation from German into French, and with theological students, from the Hebrew; solutions of problems in mathematics and physics; and answers to questions in ancient and modern history, and upon Greek, Roman, German, and French literature. In the oral examination, the authors designated are Homer, Sophocles, Euripides, Heroditus, Thucydides, Xenophon, Plutarch, Horace, Virgil, Cicero, Livy, and Tacitus. Each student is required to translate a passage from a Greek and a Latin prose writer and poet. For the more difficult authors a short preparation is permitted, with the use of a lexicon. In connection with this exercise, their proficiency in speaking Latin is also tested, as well as their knowledge of ancient history, geography, mythology, and antiquities. In French, similar translations are required, and the examination is wholly conducted in that language. The examination in German embraces the general principles of grammar and style, and the history of literature, while the student's knowledge of general history and geography is also thoroughly tried. In mathematics, solutions are required to problems in arithmetic, geometry, and trigonometry, and precision and clearness of thought are here particularly tested. A knowledge is required of the main principles of physics and natural history, and the examination also includes re-

ligion, morals, and religious history. Of this oral examination a very minute record is made.

Certificates of these different grades were granted, and in determining the standing of the students the testimony of the teachers was taken into account, as well as the results of the examination. The certificate of the third grade was conferred upon such as passed a tolerably good examination in all branches, or stood very well in only one department; this certificate gave no claim to a stipend, nor did it exempt theological students from military duty. A certificate of the first grade was given to those whose performances in all, or nearly all branches, were very good.

The error in the requirements here made was not that too much was demanded in any one department, but that the same proficiency was expected in them all—which it was scarcely possible to acquire, at least in the then condition of the schools. At the examination in 1831, of 115 applicants, twenty-three received a first-class certificate, thirty-six the second, and forty-five the third, while eleven were rejected altogether. In the next year, of 185 applicants, twenty-three were of the first class, seventy-two of the second, and thirty-two of the third, only eight being rejected. In later years the proportion of those in the middle class became yet greater and the rejections ceased entirely; the effects of the law in the improvement of the schools were plainly evident. After an experience of eight years, these provisional regulations were submitted to a careful revision by the Board of Instruction and Committee of Examiners, and the amendments proposed were adopted and embodied in the instructions of May, 1839. History, geography, and the history of German literature were now removed from the written examination; the Latin annotations to the translation from the Greek were omitted, and a statement of the meaning and connection of the passage substituted, and a translation from German into Greek permitted to any who wished thus to make up for deficiencies in other branches; mathematics and physics were to be taken more in connection. In the oral examination, the history of French literature was omitted, and that of Greek and Roman literature was taken up in connection with the translations; preparation for the translations was no longer permitted; natural history was dropped, and in physics only the easier sections were touched upon, except to compensate for deficiencies elsewhere. Thus the labor of the examination was simplified and lightened, a somewhat freer scope was given for the development of individual talents and inclinations, and the certificate of the second grade was regarded as the honorable aim of the diligent scholar gifted with ordinary talents. The greater weight which was allowed to the judgment of the teacher, and the importance which was given to faithful diligence, moral conduct, and religious culture, in the bestowal of a certificate, and the efficiency of the examination in demonstrating, without previous special preparation and without pretense or illusion, the actual results of the whole course of instruction, aided greatly its salutary working.

Important changes in these regulations were again made by an ordinance of Aug., 1846, by which the graduation of the certificates was abolished, and all that passed the examination were placed upon an equal footing as regarded stipends and privileges. The examination was yet farther simplified and the requirements reduced, by limiting the written examination to a German and a Latin composition, to a translation into French, and the solution of mathematical problems, while in the oral exercises, students who were to pursue the study of law or medicine were exempted from Greek, the examination in which, as well as in Latin, was to be conducted in German. Grecian history was limited to the period from 500 to 323 B. C.; the Roman, to the time of Augustus; and of Germany, from Charlemagne. In conferring the certificate, still greater prominence was given to the judgment of the teacher, and the written exercises of the previous year were also to be taken into account, which had not heretofore been done. In 1848, a general school conference was held at Hanover, as a result of which, the preliminary examination was no longer required, but in its stead the board of teachers of the gymnasium were required to pass judgment upon the abilities of any student desiring to pursue a university course, after one year's study and on attaining the age of fifteen. A translation from German into Latin was substituted for the Latin composition, (a change which has proven injurious,) and the examination in Greek was again required of all graduates. These regulations, as thus amended, are still in force and have gone far towards effecting the object which was originally in view.

## 2. *The Supreme Board of Instruction.*

This Board was established by a Royal ordinance of June, 1830, and consists of a Chief School Counselor, who is at the same time General Inspector of all the higher schools, and two other members. It is coördinate with and independent of the other State Boards and has all the rights, under the Ministry, incident to the supreme management of all the educational institutions of the kingdom. It regulates the internal organization and determines the course of instruction; in conjunction with the provincial and local authorities, it regulates external affairs and has oversight over the financial administration of the schools; it has the appointment of the teachers below the third class in the State schools and the confirmation of the lower teachers in the city schools, and the right of nomination to the Ministry of the higher teachers and rectors of the State institutions, and also of the city schools after consultation with the patrons of those schools; it has the supervision of the methods of teaching and conduct of the teachers; and finally, it has the control of the examination in proficiency. That the Board may know how far the provisions for this examination are carried out and to secure uniformity in its operation, reports of each examination are required to be made to it, the plan of lessons in each school must be submitted annually, or semi-annually, for its approbation, and the General Inspector must visit every school at least once in two years. By this means the Board is

enabled to learn the efficiency of each institution and of each teacher, has opportunity for communicating advice, admonition, encouragement, or commendation, and can the better carry out its purpose of placing each teacher where his labor will be most effective.

3. *The Preparation of Teachers.*

The Board of Instruction has from its establishment esteemed it of fundamental importance that the teachers as a class should be not only able and well educated, but earnestly appreciative of the greatness of their calling. For the training of such men there already existed the Teachers' Seminary at Göttingen, but, with the discouraging prospects which the schools offered, there were few who were willing to devote themselves by preference and exclusively to this profession. Success depended, therefore, upon opening to teachers a surer prospect of a remunerative career, which was effected by the ordinance of April, 1831. By this was established a Scientific Committee of Examination at Göttingen, in which were represented all the branches in which the future teachers of the higher institutions of the kingdom would need to be examined, and it was provided that every teacher who should pass the required examination before this committee, should have a reversionary right to a position in a higher school and thus a regular career be opened to him as in other branches of the State service. To furnish the practical training preparatory to this examination, a Normal Seminary was opened at Göttingen in 1842, in two sections. The first is under the charge of a "Professor Ordinarius," and as the course is considered a continuation of that at the Teachers' Seminary, the right of admission belongs by preference to those who have pursued the required two years' course at that institution, and then to such as have successfully pursued a three years' course at the University in such branches as are fitted to prepare them for their future office. The Director gives from two to four lectures a week upon the history of the school system and the principles of gymnasial instruction, or requires of the students essays, discussions, and criticisms upon pedagogical subjects. Their leisure time is devoted to general scientific study. The number is limited to six, who at the end of the year's course are admitted to the examination before the committee. Each member receives a stipend of sixty-five thalers, and board to the further amount of fifty thalers.

The second section is under the care of the Director of the gymnasium and consists of four members who have passed through the first section and on examination shown themselves capable of instructing all the classes of a gymnasium in some one principal branch. The appointment is made by the Supreme Board of Instruction, to whom semi-annual reports must be made of the progress of the members. For their practical training, twelve to fourteen recitations weekly are assigned to each candidate, in the lower and middle classes of the gymnasium. Essays are prepared on didactic and pedagogical questions, and criticisms on text-books and other kindred works, and practical instruction is given them, together or

separately, by the Director. The course continues two years with an annual stipend of 100 thalers, and board to the amount of 50 thalers. Candidates for a teachership who have not attended these institutions, must serve a year's probation before they can gain a final settlement. As preparatory to these several institutions, the attention of the Directors of the gymnasiums has been called, by enactments of the Board of Instruction, to such of their pupils as have teaching at the higher schools in view as a profession.

There is also the Mathematical and Physical Seminary, founded in 1850, for the purpose of affording special instruction in practical mathematics and the natural sciences to those who wish to teach in these branches. It is conducted by the professors of the University and some stipends have been provided for the benefit of its students. The importance of the French and English languages has induced the government to send students to France and England for more thorough and perfect instruction. There is no deficiency of experienced teachers in these or other modern languages.

#### 4. *Local School Authorities.*

These exist at most of the institutions, under different titles and with different duties, consisting usually of the prominent clergy of the place, some of the magistrates or State officials, and the Director and sometimes a teacher of the school. In the State institutions, they act in general as intermediate between the school and the Board of Instruction and as its representative. In some city schools they hold a similar position though with somewhat more limited duties, while in other places they have no connection with the Board and can only act as advisers.

The immediate management of the schools rests with the Directors, whose authority is not limited by any uniform regulations, but who act as the representatives of their several institutions, conduct all transactions and correspondence between the schools and the authorities, and correspond with the friends of their pupils. It is their duty to watch over the instruction and discipline of the school, to determine the scheme of lessons, (subject to the approval of the Board of Instruction,) to see that the tasks are properly performed and that the teachers are duly in attendance. They are also required by law to hold at least monthly conferences with their teachers in consultation upon all points that in any way concern the welfare of the institution. The most cordial harmony and co-operation on the part of the Director and his associates is always presupposed. The decisions of the conference are determined by the majority and are binding upon all its members, though the Director can set aside any decision or defer its execution, until the judgment of the Board of Instruction is known.

The "Ordinarius," or class teacher, with whom rests as far as possible the instruction of the class in religion, German, history, and, for the most part, in Latin and Greek, is its special director and is responsible for its progress and behavior. His pupils apply to him first for advice and are

subject to his supervision even out of the school. He is required to confer as often as necessary with his associates and the Director respecting his class and to report upon its condition at the monthly conferences. He communicates with the parents of his pupils when necessary, prepares the class reports, and in certain cases acts as representative of the Director.

#### 5. *Endowment of Schools.*

Of the twenty-eight schools for higher instruction, ten are State and sixteen are city institutions, while two, which rest upon ecclesiastical endowments, are to a certain degree under the patronage of the bishops. Yet all owe their endowments to the property of the convents and ecclesiastical foundations, secularized at the time of the Reformation. The funds of the two latter are in general more than sufficient, but the city schools are obliged to supply their deficiencies by appropriations from the city treasuries, fees for tuition, which have of late years been increased, and contributions from the General Convent Fund. Assistance has also been granted by the State since 1846, for increasing the salaries of teachers, pensions, gymnastic instruction, &c. Each institution has its own treasury, under the charge of a state official or the city treasury.

### III. STATISTICS.

#### 1. *Gymnasiums and Pro-gymnasiums.*

Until the year 1830 there was but one class of institutions, under the several names of gymnasiums, lyceums, pedagogiums, and Latin schools, the only difference consisting in the number of teachers, with usually a corresponding difference in the exercises. But the ordinance which established the examination in proficiency, divided them into two classes, the gymnasiums and pro-gymnasiums, according to their ability to prepare their pupils for this examination and the University. In the first class were placed the "Ritteracademie" and the "Johanneum" at Lüneburg, the pedagogium (State) at Ilfeld, the lyceums at Hanover and Auerich, (State,) the gymnasium and the "Andreasum" (Lutheran, State) at Göttingen, the "Josephinum" (Catholic) at Hildesheim, the "Carolinum" (Catholic, State) and the "Rathsgymnasium" at Osnabrück, the "Dom Schule" (State) at Verden, the "Hohe Schule" at Celle, the "Gelehrte Schule" at Stade, and two years afterwards those at Lingen, (State,) Meppen, (State,) Clausthal, and Emden, (State.) As the "Ritteracademie" was discontinued in 1849, there now exist sixteen fully organized gymnasiums. Among the pro-gymnasiums were classed the Latin schools at Duderstadt, (Catholic,) Goslar, Leer, and Norden, (State,) the "Gelehrte Schule" at Münden, Northeim, Osterode, Einbeck, and Ottendorf, and the city schools at Hameln, Harburg, and Nienburg, (State,) numbering twelve in all. Others which had ranked as higher schools became ordinary burgher schools, under the care of the consistories.

#### 2. *Real Schools.*

Real schools are designed to meet the wants of those who desire a gen-

eral education for practical life superior to that of the common school, and also to give the same preparation for the special schools of forestry, mining, and trade, and for the military and polytechnic schools, as the gymnasium for the university. Such schools are of recent establishment, though their necessity had been recognized even in the last century and the gymnasiums had attempted to supply the want by admitting "realists" to share in the instruction of the "humanists," and whenever the teaching force permitted it, to dispense them from the Greek and give special instruction in the English and French languages, arithmetic, and mathematics. The insufficiency of this course led to the establishment at Hanover, where the Lyceum could no longer accommodate the great number of pupils, in 1836, of a special higher burgher school, (the "Real Schule,") and both institutions have now a more than sufficient number of pupils. As no other city needed or could support an independent school of this kind, which to fully accomplish its purpose would require as much outlay as a gymnasium, the instruction at the gymnasiums has been so far extended since 1846 that they can now undertake the office of the real school with a well-grounded prospect of success. This is done by forming real classes parallel with the Quarta, Tertia, and Secunda (fourth, third, and second classes) of the gymnasium, while the preparatory classes, which exist at many of the institutions, and the Sexta and Quinta, (the two lowest classes of the gymnasium,) are attended by all the scholars in common, as the studies of these classes are alike necessary to all. Latin, which is begun in the Sexta, may seem an exception, but it is the general opinion that this study is beneficial even to the real scholars, and can be of no detriment. A separation is made on leaving the Quinta, the scholars of the gymnasium pursuing their course through the four classes, from the Quarta to the Prima, and the real scholars through the three real classes. This organization has been fully and successfully carried out at the four largest gymnasiums; at six others, the separation either occurs later and there are but two real classes, or the classes are all united in religion, history, geography, and natural history. At the other schools the distinction is still less prominent. A similar organization has been attempted at some of the pro-gymnasiums, but with less success, owing principally to the varied and unsettled character of the pupils attending them from the town and country adjacent.

There are private institutions for higher instruction in many places, but there is no reliable information respecting them. They are wholly independent and no regulations have been established for their government. There are no institutions between the gymnasiums and the University.

### 3. *Number of Teachers and Students.*

The number of class teachers at all the schools is 240, of assistants 51; in the Protestant gymnasiums 144 and 29, in the Catholic gymnasiums 81 and 7, and in the pro-gymnasiums 65 and 15 of each grade respectively. Excepting the members of the Normal Seminary, there are but two unemployed candidates for teacherships.

The number of students from Oct., 1859, to April, 1860, was 5,546, from a population of 1,800,000. Of these, 3,677 were in the gymnasiums, and 1,869 in the pro-gymnasiums, including the real school at Hanover with 402 pupils. The Catholic gymnasiums numbered 485 students. The two highest gymnasial classes now contain 624 students, and the separate real classes, 577. In 1859, 182 passed the proficiency examination, of whom 102 were Protestants, 29 Catholics, and one Jew; 61 were sons of literary men and officials, 70, of landed proprietors, tradesmen, &c., and one was the son of an officer in the army. In the first twenty years after the introduction of that examination, the average number of those who passed it (the "Abiturienten") was 148, while in the last ten years it has been but 131. The general attendance, however, at the gymnasiums, (and the same is true of the pro-gymnasiums,) has increased, the number of students in 1883 having been but 2,200.

These institutions are open to all classes and ranks of society. The majority of the students are from the working classes, and leave the schools before completing the full course.

The total resources and expenditure of the gymnasiums and pro-gymnasiums annually, some of the minor expenses not being included, is in round numbers 198,600 thalers, (of the value of 74 cents, U. S. currency,) derived from the following sources:—

From the Convent Fund,	. . . . .	22,000	thalers.
" " State Treasury,	. . . . .	46,900	"
" Tuition Fees,	. . . . .	71,000	"
" Local Funds,	. . . . .	58,700	"

The annual charge for tuition is  $12\frac{1}{2}$  thalers. Stipends and benefices, of various values, exist at many of the schools, and at all of them provision is made for the free instruction of many poor students.

#### IV. INNER ORGANIZATION.

##### 1. Course of Instruction.

Though there is an essential unity of plan, yet the peculiar local relations of the several institutions give rise to manifold differences of minor importance. The large attendance of scholars, for example, sometimes necessitates a deviation from the usual number of six gymnasial classes, and the division of one or more of them into upper and lower sections. Thus the Lyceum at Hanover has nine classes, while on the other hand, the gymnasium at Ilfeld, which admits no pupils below the age of fourteen, has but four. Another difference arises from the adoption of a preparatory school as an integral or at least closely connected part of the gymnasium, with one, two, or even sometimes three classes. Without special regard to these and other deviations, in the remainder of this article the normal number of classes will be kept in view.

The age of admittance varies from the sixth to the eighth year according to the number of classes in the preparatory department. The normal age for entering the Sexta (the lowest gymnasial class) is the ninth

year, and as the duration of the whole course is also nine years, (the three higher classes having each a two-years' course,) graduation and entrance at the University takes place at the age of eighteen. In some cases, however, of those who have not attended from the beginning in regular course, the age at graduation is nineteen, twenty, or even more. The requirements for admittance to the Sexta are ability to read German and Roman print fluently, to write an exercise from dictation without gross blunders, and a knowledge of the four rules of arithmetic and of Biblical history.

The course of instruction has become to a great degree uniform, owing especially to the ordinance requiring a proficiency examination, and to the supervision of the schemes of lessons by the Supreme Board of Instruction. Instruction in religion devolves usually upon the class teacher, and is divided into three grades for the lower, middle, and higher classes. It is commenced with the study of Old and New Testament history, by means of the text-books of Kohlrausch and others, and the committing of passages and texts and of suitable hymns to memory. If sufficient progress had been made in the preparatory department, the Quinta is prepared to take up Luther's smaller catechism. In the Quarta the study of the catechism is completed, and in the Tertia it is reviewed and studied yet more thoroughly with the aid of a text-book. Hymns and texts are also learned and various parts of the Bible are read. As the period for confirmation approaches (at the age of fourteen) special preparatory instruction is given by the pastor. In the higher grade, the Secunda continues the reading and interpretation of the Bible, and takes up church history, and an introduction to the revelations of Scripture; in the Prima, an introduction to the symbolic books, an exposition of the "Symbola Ecumenica" and Confessions of Augustine, and the doctrines of Christianity, with the reading of John's Gospel and the Epistle to the Romans in the original. The text-books used are those of Petri, Thomasius, Schmieder, and Beck. In the lower grade there are three or four lessons a week, in the other classes rarely more than two. The religious instruction of Catholic and Jewish children is left with the parents, except in Lingen, where the Catholics are so numerous that a priest is employed for the purpose. The three Catholic schools have a course of instruction peculiar to themselves.

It is customary also to commence the morning exercises with devotion. In many institutions the students meet for the purpose in a common hall, a few verses are sung with an accompaniment upon the organ, a passage from the Bible is read by one of the teachers in turn, and a prayer is offered. Where there is no chapel, religious exercises are required to be held by each teacher with his class. There are no general rules for the attendance of the students at church, though the Church canons require that all shall attend public worship and take part in the cathechetical exercises before the pastor. It is also made the duty of the class teacher to watch over the religious conduct of his pupils and their attendance at church.

The study of Latin commences in the Sexta and continues through the course. In some schools eight hours, in others nine to ten hours in the week are given to it, while in others the time is increased from six hours in the lower classes to eight and nine in the middle and higher classes. In the lower classes half the lessons are devoted to exercises in etymology, with the use of Kühner's Elementary Grammar, or sometimes those of Blume, Burchard, Lattman, or Berger, the rest of the time being given to the analysis of single sentences and the translation of the elementary Readers of Jacob, Ellendt, Heidelberg, or of one of the authors just mentioned. The words of the lessons are usually committed to memory, or books are used prepared for that purpose, by Wiggert, Bonnell, and others. The middle classes are occupied with the review of the grammar that they have learned, etymology is completed, and syntax taken up; the first in the Quarta, the last in the Tertia, especially. In the Tertia, Kühner's School Grammar and those of Zumpt, Putsche, Kritz, and Berger take the place of the elementary works. Three hours a week are given to this exercise, together with oral and written translation from German into Latin, and the preparation and correction of themes, of which there are one or two a week, from the text-books of Süpfle, Spiess, Kühner, Grotfend, Gruber, Haacke, Dronke, or August. The remaining time is spent in translation, for which, in the Quarta, Nepos is used in alternation with Parts II. and III. of Jacob's Reader, or Weller's selections from Livy, and the poetical Readers of Jacob and Ranke. In the Tertia, Cæsar's Commentaries are universally read, sometimes Justinus and Curtius, and in some schools, Livy and the easier orations of Cicero. Selections from Ovid's Metamorphoses are also read. In the upper classes, three hours are usually given to grammar and composition. In the Secunda, syntax is completed, and again reviewed in the Prima with special regard to its most difficult applications and with the design that its principles shall be most thoroughly and comprehensively understood. In composition much use is made in both classes of the books of Zumpt, Süpfle, Seyffert, Forbiger, Kühner, Grysar, and Nägelsbach. Besides a weekly written composition, oral translation is everywhere usual, and more frequent still are the so-called "Extemporals," written from dictation. In the Prima there is also required a monthly dissertation in Latin. The intention of these exercises in composition is not only to assure a knowledge of the grammar but especially to illustrate the peculiarities of the language in the use of words, in the forms of thought and expression, in the structure of periods, and in all the forms of the various styles. But little attention, however, is given to prosody, beyond what is necessary to an acquaintance with the metres of the poets which are read. Two hours a week are given to the translation of the poets, and three or four in each class to the prose authors. In the Secunda are read Virgil, two books of the Odes of Horace, and Terence, Livy, Sallust, Cicero's orations, and in some schools, his treatises "De Senectute" and "De Amicitia," with selections from his

Epistles; in the Prima, the remainder of Horace, a comedy of Plautus, and selections from the elegists, Cicero's orations and philosophical and rhetorical writings, Livy, and Tacitus. The method of reading is distinguished as either "cursory" or "deliberate," but the purpose is to read as much as can be done without prejudice to thoroughness, and to complete a work, excepting the historians, every quarter or half year. To do this requires diligent labor on the part of the student in the preparation and review, though unfortunately too many aids are at hand to ease his toil. To avoid this evil of annotated editions and cheap translations—the complaint and bane of the schools—many teachers require the use of but one and the same annotated edition by the whole class, and others allow only the text-editions, without notes, and the test of the pupil's understanding of the author is made so thorough and searching, both in the reading and in the review, that dependence upon these helps by the pupil does not avail. The review exercises are generally made the occasion for practice in Latin conversation. The real classes continue the study of Latin through their course, having three or four lessons a week, and advance so far as to read Ovid, Cæsar, and Livy, with a corresponding progress in grammar and composition.

Instruction in Greek is commenced in most institutions in the Quarta with from four to seven lessons a week, and is continued through the three higher classes with six hours a week. The schools at Hanover and Lingen give instruction during the first year in the Homeric dialect, with the use of Ahren's Elementary Book and the reading of the ninth book of the Odyssey, taking up the Attic dialect the next year. The other schools commence with that dialect and by the use of the grammar of Kühner, Rost, or Buttmann, and the elementary books of Rost or Jacob, so much of the etymology is acquired as to enable the class by the close of the year to read extracts from the Odyssey. In the Tertia the study of etymology is continued and the syntax commenced, with translations from German into Greek, using the books of Kühner, Blume, Rost, and Wüstemann. These exercises in translation in connection with the grammar are carried through the course, but to a less extent in the Secunda and Prima. The authors read in the Tertia are the Odyssey, Xenophon's Anabasis and Cyropaedia, Arrian's Anabasis, Herodian, and Part II. of Jacob's Reader; in the Secunda, the Iliad and Odyssey, Herodotus, Xenophon, Plutarch, Lysias, Plato's Apology and Crito, and Jacob's Attica; in the Prima, Thucydides, Plutarch, Demosthenes, Plato's Symposium, Protagoras, and Phædon, Sophocles, Euripides, the Prometheus of Aeschylus, the Clouds of Aristophanes, Theocritus, and selections from the lyric poets by Stoll. In the lower classes especially the committing the verses of Homer and other poets to memory is a prominent exercise. Dispensations from the study of Greek are rarely made; at the Lyceum at Hanover it is sometimes permitted to students not intended for the University.

Hebrew is commenced in the Secunda by those who are to pursue a

course of divinity or philology. Two lessons a week for four years are usually given to it. The principal text-books used are Seffer's Elements, Gesenius' Grammar and Reader, Metzger's Exercises, and the books of Ewald. There are no exercises in composition beyond the usual "ex-temporals," and it is considered sufficient if the students at graduation are able to translate from a historical book with some readiness without special preparation.

In the instruction in French there is little uniformity in the different schools, owing chiefly to the connection here of the real classes with the gymnasium. The number of lessons a week varies for the classes of the gymnasium from eight to sixteen, and in the real school from seven to eleven. Commencing usually perhaps in the Quinta, four hours a week are given it in the preparatory and throughout the real course, while in the middle classes but three lessons and in the higher but two are customary. The text-books are too numerous to be mentioned. In the preparatory and succeeding stages, as much time at least is given to grammar and composition as to translation; in the middle grade and in the real classes, reading is the principal feature, though much time is still given to oral and written exercises, and great stress is laid upon fluency in writing. In the upper classes about the same time is given to each, but less attention is paid to speaking the language than in the higher real class, as it is not one of the requirements at the proficiency examination. The instruction in this branch is given sometimes by the class teachers, and sometimes by special teachers, who are also engaged in teaching other branches, as history, geography, religion, or Hebrew. Sometimes also teachers are employed for the lower and middle classes, and in the smaller schools, who have had their training at the Teachers' Seminaries.

The same may be said in regard to the instructors in English. This language is commenced, with more uniformity than the French, in the Secunda, and receives two hours weekly for four years. As an acquaintance with the literature is the principal object, reading occupies most of the time, the exercises in composition aiming rather at a knowledge of the grammar than fluency and skill of expression. The English language stands in much the same relation to the French in this respect, as the Greek does to the Latin. In the real classes, on the other hand, more attention is given to composition, both in English and French. The authors read are Scott, Irving, Marryat, Cooper, Dickens, Macauley, Shakespeare, Byron, and Sheridan. The text-books are numerous.

To the study of German, four hours a week are given in the real classes and in the two lower classes of the gymnasium; in the higher classes, three hours. The lower grade of instruction here consists in exercises in reading, committing poetry to memory, oral or, perhaps, written narrative, grammar, and spelling, which is taught according to the rules published by the Supreme Board of Instruction. Above the lower classes grammar forms no special branch of study, except in the Catholic

schools, where particular attention is paid to syntax. The Protestant schools are satisfied to teach the essentials by means of reading and composition, while for a deeper understanding of it the study of the middle high German is depended upon. For exercise in reading, many books have been prepared and selections from the writings of German authors, both in prose and poetry. In most institutions the middle high German is studied by the two higher classes, with the use of Schädel's and Kohlrausch's Elements, and the reading of the "Niebelungen Lied," the "Gudrun," and Volckmar's selections from the Minnesänger. Pains are taken to impart a general knowledge of the most important periods of German literature, and exercises are also held in declamation, the recitation of poems, orations, &c., selected and original. The written exercises that come under the name of compositions, in the lower classes, consist only of a reproduction of what has been learned in history or in the reading exercises, and even in the Quarta they do not pass essentially beyond narration, subjects for which are drawn from the same sources, or are found in special incidents and current events. In the Tertia, in addition to narration and description, written translations and paraphrases of passages from the classics are required, as well as practice in the epistolary style, the illustration of proverbs by historical examples, and even the discussion of the causes and effects of historical events. Dissertations of the latter character are frequent in the two higher classes, with historical composition, discussions upon the authenticity of particular facts, and the rhetorical criticisms of classical orations. Abstract argumentative composition is but little practiced. In connection with these exercises due attention is given to instruction in rhetoric—in invention and order, by means of examples, and in elocution, by the corrections in the compositions. The reading of the poets affords opportunity for metrical practice.

In Grecian history, the field is limited, by the requirements for the proficiency examination, to the period from 500 B. C. to 323 B. C.; the study of Roman history ends with Augustus, and the German commences with Charlemagne, but within these limits a thorough knowledge is demanded. The usual number of lessons is two a week in each class, rarely three. In all institutions there is a uniform division of the course into three sections for the lower, middle, and higher classes—sometimes styled the biographical, ethnographical, and general history courses—the first consisting of descriptions of the most remarkable events that occurred within these periods, the second giving a more connected knowledge of the history of the different nations and including the study of chronology, and the third perfecting the knowledge already attained and giving a clear, comprehensive, general view of the whole. In the higher real class, ancient history is made less prominent than in the gymnasial course, and more attention is paid to German and modern history in general. The text-books used are those of Marckgraff, Welter, Stüve, Dietsch, Kohlrausch, Schuster, Pütz, Dittmar, and Beck, but these are only employed as guides and the principal reliance is placed upon lec-

tures, which the students are required to follow and master by careful study.

Geography is pursued as a distinct study in the lower and middle classes, receiving usually two hours a week. In the higher classes the study is blended with that of history, for which an additional lesson is very often given. The usual text-books are David, Oppermann, Hartmann, Voigler, Stahlberg, Meurer, Metzger, and Rougemont, besides various atlases. Globes and wall-maps are in general use, and sometimes other apparatus. The "modern" method of instruction is principally followed, commencing by giving a thorough idea of the form of the earth and the position of its principal divisions, then taking up Europe, at first in outline, and tracing out its mountain ranges and river courses, and then its separate countries in a similar manner. In a few schools the opposite or synthetic method is pursued. Map-drawing is everywhere much practiced.

In natural history, two lessons a week are given in the Sexta to imparting information and exciting an interest in regard to the animal and vegetable kingdoms, by means of descriptions, pictures, and specimens. In the Quinta and Quarta, the same amount of time is devoted to botany in summer and to zoölogy in winter. In the higher real class the same branches are studied more in detail and the study of mineralogy is usually added. As text-books, Lueben, Milter, Leunis, and Prestel are in common use.

The course of arithmetic is usually confined to the three lower classes, with four lessons a week, and for the most part follows the excellent text-books of Krancke. In the real classes the study is continued farther than in the gymnasium and more attention is paid to its practical applications in business and common life.

Mathematics, aside from arithmetic, commences usually in the Quarta and is continued through the course with three or four lessons weekly. The course includes the solution of quadratic equations with one or more unknown quantities, arithmetical and geometrical series, the theory and use of logarithms, the relations of rectilinear figures and the properties of the circle, plane trigonometry, and the measurement of surfaces and solids. The instruction is conducted by some teachers without the employment of any text-books whatever; others make use of the works of Ludowieg, Haage, Prestel, Schoof, Hartmann, Wittstein, Koppe, Lückenhoff, or Tellkampf.

Natural Philosophy is pursued in the Prima and higher real class, with some preparatory study in the Secunda. Two lessons a week are given it, and it includes the properties of bodies, the laws of equilibrium and motion, and the subjects of heat, electricity, and magnetism. All the schools are supplied with a sufficient apparatus for illustration. The books of Müller, Koppe, Fischer, Trappe, and Fliedner are used.

There is no special course of mental or moral philosophy, but the main points are considered in connection with other branches. Logic is in-

troduced in the study of German; the history of philosophy, and its elements, while reading Plato and Cicero; doctrinal theology and ethics, in religious instruction, &c.

Singing is a branch universally taught, and strongly insisted upon by the Board of Instruction. The number of lessons varies from six to eight. The students are usually divided into two classes, the first for elementary exercises, and chorals and songs in one part, and consisting of the two or three lower classes. The second division includes the higher classes and such as are prepared to join them from the lower, and in this the practice is more extended. Instruction in instrumental music is given to such as desire it.

Drawing is also taught in all schools and is obligatory upon members of the lower and real classes. In the higher classes it is optional, and the special branch of the art pursued is there left to the choice of the pupil. Instruction in penmanship is given in the three or four lower classes and in the lower real classes, though the time devoted to it varies much in different schools. The method pursued is the so-called "American," with numerous modifications.

Gymnastic exercises are now everywhere introduced. Since 1848, grants have been made from the State Treasury to every school, for providing suitable grounds and apparatus, and two teachers are employed by Government to visit the schools, give instruction, and maintain the efficiency of the department. Some one of the teachers has the special direction and superintendence of the exercises. The whole body of students is usually divided into two sections, which exercise an hour or two twice a week. Attendance is optional, though an annual payment of about one thaler is required from each student.

CLASSES.	GYMNASIUM AND REAL CLASSES.*						PRO-GYMNASIUM.				
	I.	II.	III.	IV.	V.	VI.	I.	II.	III.	IV.	V.
Religion, . . . . .	2	2 (2)	2 (2)	2 (2)	3	3	2	3	3	4	4
German, . . . . .	3	3 (4)	3 (4)	3 (4)	3	4	3	3	4	6	6
Latin, . . . . .	9	9 (4)	9 (4)	9 (4)	9	9	8	5	6	6	
Greek, . . . . .	6	6	6	6			[4]	4	3	4	
French, . . . . .	2	2 (4)	3 (4)	2 (4)	3		3	3			
English, . . . . .	2	2 (4)	(4)	(2)							
Hebrew, . . . . .	[2]	[2]									
History, . . . . .	3	3 (2)	3 (2)	2 (2)	2		2	2	2		
Geography, . . . . .		(2)	2 (2)	2 (2)	4		2	2	2	2	2
Natural History, . . .		(2)	(2)	(2)	2	2	2	2	2	1	
Nat. Philosophy, . . .	2										
Math., and Arithmetic,	3	3 (6)	4 (6)	4 (6)	4	4	6	6	4	4	5
Penmanship, . . . . .				2 (2)	2	4	2	2	2	4	5
Drawing, . . . . .	[2]	[2] (2)	[2] (2)	[2] (2)	2	2	2	2	2	2	1
Singing, . . . . .	2	2 (2)	2 (2)	2 (2)	2	2	1	2	2	1	
Gymnastics, . . . . .	2	2 (2)	2 (2)	2 (2)	2	2	2	2	2	2	2
	36	36 (36)	36 (36)	36 (36)	36	36	41	37	34	30	28

\* The number of lessons in the real classes are placed parenthetically in the same columns with those of the parallel classes (II., III., IV.) of the gymnasium. There is no separation of the stu-

## REAL SCHOOL AT HANOVER.

Classes.	Real Department.						Preparatory Depart.					Total.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.		
Religion, . . . . .	2	2	2	2	3	3	4	4	3			25
German, . . . . .	4	4	4	4	4	4	6	8	8	10		56
French, . . . . .	4	4	4	4	4	4						24
English, . . . . .	3	3	4	4								14
Latin, . . . . .	2	3	4	4	4	5	4					26
Mathematics, . . . . .	4	4	4	2								14
Arithmetic, . . . . .	2	2	2	2	4	4	6	6	6	4		38
History, . . . . .	2	2	2	2	2	2	1	1				14
Geography, . . . . .	2	2	2	2	2	2	1	1	1			15
Nat. Philosophy, . . . . .	2	2										4
Chem., and Mineralogy, . . . . .	4	2										6
Nat. History, . . . . .			2	2	2	2			2	2		12
Penmanship, . . . . .				2	2	3	3	4	6	6	4	30
Drawing, . . . . .	2	2	2	2	2	2						12
Draughting, . . . . .	[3]	[3]	[1]	[1]	2	1	2					
Singing, . . . . .	[1]	[1]	[1]	[1]								5
	33	32	34	32	32	32	28	26	26	20		295

The foregoing tables give a general view of the average distribution of lessons in the gymnasium, with its fully organized real classes—also in one of the more complete pro-gymnasiums—and in the real school at Hanover.

No examination of proficiency has yet been prescribed for real scholars, though it is required of candidates for certain branches of public service, as the Post Office, &c., that they have spent two full years in the higher real class and are able to satisfy certain established conditions. As far as respects the method of instruction, it is sometimes the case, where the teaching force is deficient, that a class is taught in two distinct sections at the same time. This usually occurs in instruction in the languages, when those just entering a class are to be instructed in what the older members are already familiar with, and also in arithmetic—one portion of the class being occupied in preparing written exercises, or in solving problems, or otherwise employed, while the teacher is engaged with the other, or they both have the same tasks, so planned that the exercises are of mutual benefit to both divisions. The consecutive method of instruction is also very common. As the Latin and Greek authors are usually read in succession rather than together, so at many schools, arithmetic and geometry are made to alternate with each other, three or six months being given to each in succession; so also, history and geography, or geography and natural history, where both branches are taught by the same instructor.

The labor required of the students out of school hours, in the prepara-

dents in the lower classes. The numbers included in brackets denote lessons in which only portions of the classes are engaged. In the lower class of the pro-gymnasium, four hours are also given to instruction in intuition.

tion of exercises and lessons, occupies one to two hours daily in the lower classes, and three or sometimes even four hours in the middle and upper classes. The written exercises are corrected by the teachers, with the exception of the translations, which in the upper classes are usually only read and corrected orally. The teachers have also the general superintendence of the private studies of the pupils, and are permitted to give private instruction to such as seem to require it.

All the schools possess libraries containing the German classics and popular, literary, and scientific works for the use both of students and teachers. They are sustained by special funds or are in many cases dependent upon the contributions of students and the patrons of the school.

## 2. Discipline.

The discipline of the schools is made to rest upon the principle that it will be best maintained when, without special management, it finds its execution in the ordinary routine and exercises of the institution. The personal influence of the teacher in the performance of his professional duties and in his more intimate intercourse with his pupils is expected to lead them imperceptibly and almost unconsciously into right habits of feeling and action. It is the duty of the class teacher to advise and instruct the members of his class even out of school, and especially those who do not reside with their parents or in the family of a teacher. And that interference, when necessary, may be well founded and to the purpose, the Primus (head-pupil) of the class keeps a so-called "class-book" in which is entered whatever relates to the conduct of the members. These notes, as well as all admonitions and punishments inflicted, are taken into account in promotion and in the granting of certificates. Printed rules are quite frequent, but in some schools the rules are given orally every quarter or half-year to each class separately. Written excuses for absence must be rendered by the parents, but except for sickness, absence is not allowed without permission being previously asked. The usual punishments are—admonition; entry in the class-book; confinement in the school-room, with extra tasks; in some cases, corporal punishment, in the lower classes; in the upper classes, imprisonment in the school-prison; and expulsion. Severe punishment is rarely necessary, as the parents are kept informed, by half-yearly or quarterly reports, of the behavior of their sons. The system of prizes is wholly abolished.

The familiar "Thou" is used in addressing the members of the lower and middle classes; the more respectful "You" is applied to the two higher and first real class. Visiting public houses is forbidden, even to the older students, as well as smoking in the streets. Both prohibitions are a temptation to transgression, and some institutions have much difficulty in enforcing them. Members of the Prima and Secunda are permitted at some schools to visit a public garden during the summer, under certain conditions, and it has not been found that the privilege is abused. Experience shows that the desire of indulgence is stronger in

the middle than in the higher classes, and also that where the board of teachers act in harmony and oppose themselves conscientiously and consistently against wrong-doing, the preservation of discipline and good morals is not very difficult.

### 3. *Vacations and Public Examinations.*

The school-year commences at Easter. The vacations amount to nine or ten weeks, distributed unequally at Easter, Ascension Day, Michaelmas, and Christmas. No instruction is given on the afternoons of Wednesday and Saturday, and other afternoons are occasionally free. School festivals occur at Easter and Michaelmas, with orations from graduating members and musical exercises by the class choirs. Printed programmes of the Easter exercises are usual, and a system of exchanges is maintained with the institutions of the other German States.

Besides the proficiency examination, other public examinations are held at Easter, and occasionally at Michaelmas. There are also the so-called class examinations, to which the public are not admitted, and which are so arranged that the teachers may become better acquainted with each other's methods and be benefited by an interchange of views and experiences.

## V. RELATIONS OF THE TEACHERS.

### 1. *Grades and Titles.*

The teachers are either permanently located, or are only engaged for instruction in certain branches, as in drawing, singing, or sometimes in writing, and otherwise not connected with the school. The settled teachers are on an equality in so far as they have the right of voting in the conferences and a claim to certain privileges from the State. Their position, however, differs according as they are class or department teachers, and also according to the classes to which they are attached. Of the total 240 teachers, 191 have passed through a university course; viz., 96 in the languages, 55 in theology, (28 of whom are Catholic,) 28 in mathematics, 8 in mathematics and the languages, and 9 in the modern languages. The head officer of the gymnasium is entitled "Director," the highest class teacher is "Rector," the two or three next below him are "Conrectores;" then follow the "Subconrector" and the "Collaboratores." There is also the title "Oberlehrer," especially for department teachers. In the pro-gymnasium, the teachers are styled "Rector," "Conrector," and "Collaboratores." All classes of society are represented, excepting the nobility, the higher grade of State officials, and the army.

### 2. *Examinations and Settlement.*

Candidates for any position are required to pass an examination before the Scientific Examining Committee. The requirements of this "examen pro facultate docendi" are modified according as the candidate may desire to become a class teacher, a department teacher of mathematics and the natural sciences, or of the modern languages, or an assistant in the

separate branches of the lower classes. According to the result a certificate is granted of his fitness to teach in any of the classes, or in the middle and lower, or in the lower only. For the advancement of the latter to the charge of the higher classes, another examination is requisite, unless the capacity of the individual has become so evident that in the view of the Board of Instruction it is unnecessary. The recent regulations of 1858 have so far defined the requisites of this examination and limited its field that the danger now is that the student, instead of directing his attention, as before, to the whole field of knowledge and striving to make himself its master, will keep in view only the requirements of the examination and trim and fashion his studies so as merely to answer to the demand. A similar objection exists to the new provision permitting the candidate to select the branches in which to be examined, for certainly none should be placed as teachers in such institutions who have not gone through a thorough general course of university study.

After a final trial exercise before the Board of Instruction, the candidate either enters an institution for a year's practice and trial, or is admitted member of the second section of the Normal Seminary. As soon as his efficiency is proved, he is enrolled as entitled to employment, and an engagement soon follows. The age for settlement is not fixed, and is less than formerly. Many are now permanently located at the age of twenty-three. At the ten State institutions the appointment depends wholly upon the Board of Instruction, and also at the others in conjunction with the patrons or episcopal authorities, who willingly assent to the choice of the Board. The directors have no voice legally in the appointment, but from their position, their views and wishes are consulted and regarded.

The amount of instruction required of each teacher is not fixed by law. It varies at different schools, but in general the teachers in the preparatory department give thirty to thirty-two lessons in a week; in the lower classes, from twenty-four to twenty-seven, and in the middle and upper classes, from twenty to twenty-four. The directors rarely teach more than twelve to sixteen hours in a week.

### *3. State Relations. Salaries. Pensions.*

As employed in the service of the State, teachers are in the same position as other State officials. They are subject to the same regulations respecting suspension or dismissal from office, and in case of unfitness, indolence, or incompetency that will not yield to warning and censure, provision is made for an examination "pro loco," as a result of which the teacher may be assigned to a lower position, be compelled to accept an assistant, or be dismissed, with or without pension. The examination may be avoided by voluntary assent to such of these changes as the Board may elect. There have been, however, but four cases of dismission since the establishment of the Board.

The minimum salary, which until recently was only 800 thalers, has recently been raised in many cases to 400. While the average salary in

1838 for university trained teachers was 575 thalers, it is now 731, and for others, somewhat over 441 thalers; which includes the value of house rent and the payments in kind which are made to many teachers. There is no immunity from taxation. A comparison of these salaries with those of other officials shows that they are still relatively less than they should be, though the earlier age at which the teacher obtains his office diminishes the inequality in some degree. The right to a pension commences after ten years of service. The amount is then thirty per cent. of the teacher's salary, and increases one per cent. for each year of subsequent service, and after the thirtieth year, two per cent., until the maximum of eighty per cent. is reached. Three per cent. of the salary of married teachers is paid into the Fund for the Support of Widows of Officers of the Court and Civil Service, from which their widows are entitled to a pension equal to one-third of the salary.

#### 4. General Remarks.

It is an acknowledged fact that the result of the organization of 1830 has been to give these schools new life and activity, to make them equal to the demands of the times, and to raise them to a level with the similar schools of Prussia and other neighboring States. This is generally due to the wise action of the Board of Instruction, who, without recourse to experiment or theory, simply accepted the institutions as they were and afforded them room and inducement for a healthy and natural development. By labor and prudence, by kind and conciliatory language and encouragement, difficulties and jealousies were removed, interest was excited, and the teachers were gained over and gradually brought to an earnest devotion and satisfaction in the labors of their profession and a patient endurance of poverty. This latter evil has also been greatly relieved. The sum spent upon the schools has more than doubled since 1830, which would have given a very satisfactory increase of salary had not the number of teachers also increased in the same time nearly fifty per cent. A farther improvement in this respect is probable, and it is also to be hoped that a system of graded salaries will be established, by which the record shall be proportioned to the labor and the length of service, as has long been the case with other State officials. Various other changes remain still to be desired. The smaller institutions and the pro-gymnasiums in many cases need increased means and a larger force of teachers to enable them to effect all that they ought to do. It ought to be made possible to transfer teachers from one location to another, as the interests of the schools or the wants of the teachers may require. Teachers need to be encouraged and assisted to advance in their studies, which it is now frequently impossible to do without great strength of will and self-denial, and every means employed to prevent at least any retrogression in this respect. It would seem that in the last ten years the teacher's task has become more tedious; the scholars with the same will and degree of zeal have less power of mind and find it more difficult to conquer their studies and attain to that maturity of judgment nec-

essary for success in academical study, and thus more labor is thrown upon the teacher and a greater demand made upon his own scientific knowledge and experience. In regard to the proficiency examination, the Latin composition should especially be restored, and also the examination in history and mathematics be made easier. One danger yet remains to be guarded against, the want of thoroughly efficient, well-trained teachers, and this leads inevitably to the difficult question of salary. The times have changed and calculation has driven out inspiration. Very few, even of the better and more aspiring youth, now enter upon literary and scientific studies, wholly absorbed by an ideal interest, as was once the case. The technical and other departments of the public service require less time and preparation, and for at least not more difficult labors, place before their eyes prospects of greater regard than the department of instruction. The teacher's office should be placed at least on a level with others, and noble and elevating as it is, should be so recognized and so honored. *Honos alit artes!*

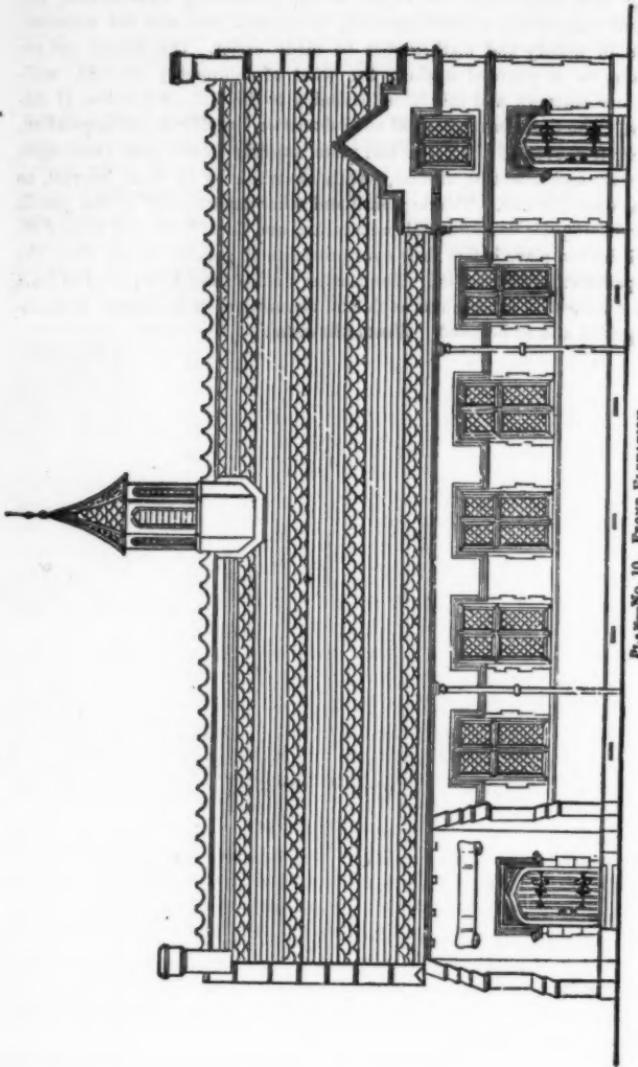


PLATE NO. 10. FRONT ELEVATION.

## X. VENTILATION

EVERY apartment of a school-house should be provided with a cheap, simple, and efficient mode of ventilation, by which the air, which is constantly becoming vitiated by respiration, combustion, or other causes, may be constantly flowing out of the room, and its place filled by an adequate supply of fresh air drawn from a pure source, and admitted into the room at the right temperature, of the requisite degree of moisture, and without any perceptible current. These objects may be attained by attention to the following particulars:

1. The location of the school-house must be healthy, and all causes—such as defective drains, stagnant water, decaying animal or vegetable substances, and manufactures, whose operations evolve offensive and deleterious gases—calculated to vitiate the external atmosphere, from which the air of the school-room is supplied, must be removed or obviated.
2. The means provided for ventilation must be sufficient to secure the object, independent of doors and windows, and other lateral openings, which are intended primarily for the admission of light, passage to and from the apartment, and similar purposes. Any dependence on the opening of doors and windows, except in summer, will subject the occupants of the room near such points to currents of cold air when the pores of the skin are open, and when such extreme and rapid changes of temperature are particularly disagreeable and dangerous.
3. Any openings in the ceiling for the discharge of vitiated air into the attic, and hence to the exterior of the building, or by flues carried up in the wall, no matter how constructed or where placed, can not be depended on for purposes of ventilation, unless systematic arrangements are adopted to effect, in concert with such openings, the introduction and diffusion of a constant and abundant supply of pure air, in the right condition as to temperature and moisture.
4. All stoves, or other heating apparatus, standing in the apartment to be warmed, and heating only the atmosphere of that apartment, which is constantly becoming more and more vitiated by respiration and other causes, are radically defective, and should be altogether, without delay, and forever discarded.
5. Any apparatus for warming pure air, before it is introduced into the school-room, in which the heating surface becomes *red-hot*, or the air is warmed above the temperature of boiling water, is inconsistent with good ventilation.
6. To effect the combined objects of warming and ventilation, a large quantity of moderately heated air should be introduced in such a manner as to reach every portion of the room, and be passed off by appro-

priate openings and flues, as fast as its oxygen is exhausted, and it becomes vitiated by carbonic acid gas, and other noxious qualities.

7. The size and number of the admission flues or openings will depend on the size of the school-room, and the number of persons occupying the same; but they should have a capacity to supply every person in the room with at least five cubic feet of air per minute. Warm air can be introduced at a high as well as a low point from the floor, provided there is an exhaustive power in the discharging flues sufficient to secure a powerful ascending current of vitiated air from openings near the floor.

8. Openings into flues for the discharge of vitiated air, should be made at such points in the room, and at such distances from the openings for the admission of pure warm air, that a portion of the warm air will traverse every part of the room, and impart as much warmth as possible, before it becomes vitiated and escapes from the apartment.

These openings can be made near the floor, at points most distant from the admission flues, provided there is a fire-draught, or other power operating in the discharging flues, sufficient to overcome the natural tendency of the warm air in the room to ascend to the ceiling; otherwise they should be inserted in or near the ceiling.

Openings at the floor are recommended, not because carbonic acid gas, being heavier than the other elements of atmospheric air, settles to the floor, (because, owing to the law of the diffusion of gases among each other, carbonic acid gas will be found equally diffused through the room,) but because, when it can be drawn off at the floor, it will carry along with it the cold air which is admitted by open doors, and at cracks and crevices, and also the offensive gases sometimes found in school-rooms.

9. All openings, both for the admission and discharge of air, should be fitted with valves and registers, to regulate the quantity of air to pass through them. The quantity of air to be admitted should be regulated before it passes over the heating surface; otherwise, being confined in the air chamber and tubes, the excessive heat will cause much injury to the pipes and the woodwork adjoining.

10. All flues for ventilation, not intended to act in concert with some motive power, such as a fan, a pump, the mechanism of a clock, a fire-draught, a jet of steam, &c., but depending solely on the spontaneous upward movement of the column of warm air within them, should be made large, (of a capacity equal to at least 18 inches in diameter,) tight, (except the openings at the top and bottom of the room,) smooth, (if made of boards, the boards should be seasoned, matched, and planed; if made of bricks, the flue should be round, and finished smooth,) and carried up on the inside of the room, or in the inner wall, with as few angles and deviations from a direct ascent as possible, above the highest point of the roof.

11. All flues for the discharge of vitiated air, even when properly constructed and placed, and even when acting in concert with a current:

of warm air flowing into the room, should be supplied with some simple reliable exhaustive power, which can be applied at all seasons of the year, and with a force varying with the demands of the season, and the condition of the air in the apartment.

12. The most simple, economical, and reliable motive power available in most school-houses is heat, or the same process by which the natural upward movements of air are induced and sustained. Heat can be applied to the column of air in a ventilating flue—

1. By carrying up the ventilating flue close beside, or even within the smoke flue, which is used in connection with the heating apparatus.

2. By carrying up the smoke-pipe within the ventilating flue, either the whole length, or in the upper portion only. In a small school-room, the heat from the smoke-pipe carried up for a few feet only in the ventilating flue before it projects above the roof, is a motive power sufficient to sustain a constant draught of cool and vivified air, into a opening near the floor.

3. By kindling a fire at the bottom, or other convenient point in the ventilating flue—

If the same flue is used for smoke from the fire, and vivified air from the apartment, some simple self-acting valve or damper should be applied to the opening for the escape of the vivified air, which shall close at the slightest pressure from the inside of the flue, and thus prevent any reverse current, or down draught, carrying smoke and soot into the apartment.

4. By discharging a jet of steam, or a portion of warm air from the furnace, or other warming apparatus, directly into the ventilating flue.

Any application of heat by which the temperature of the air in the ventilating flue can be raised above the temperature of the apartment to be ventilated, will cause a flow of air from the apartment to sustain the combustion, (if there is a fire in the flue,) and to supply the partial vacuum in the flue, which is caused by the rarefaction of the air in the same.

In all school buildings, when several apartments are to be ventilated, the most effectual, and, all things considered, the most economical mode of securing a motive power, is to construct an upright brick shaft or flue, and in that to build a fire, or carry up the smoke-pipe of the stove, furnace, or other warming apparatus; and then to discharge the ventilating flues from the top or bottom of each apartment, into this upright shaft. The fire-draught will create a partial vacuum in this shaft, to fill which, a draught will be established upon every room with which it is connected by lateral flues. Whenever a shaft of this kind is resorted to, the flues for ventilation may be lateral, and the openings into them may be inserted near the floor.

13. With a flue properly constructed, so as to facilitate the spontaneous upward movement of the warm air within it, and so placed that the air is not exposed to the chilling influence of external cold, a turncap, constructed after the plan of Emerson's Ejector, or Mott's Exhausting

Cowl, will assist the ventilation, and especially when there are any currents in the atmosphere. But such caps are not sufficient to overcome any considerable defects in the construction of the ventilating flues, even when there is much wind.

14. The warming and ventilation of a school-room will be facilitated by applying a double sash to all windows having a northern and eastern exposure, or on the sides of the prevailing winds in winter.

15. In every furnace and on every stove, a capacious vessel, well supplied with fresh water and protected from the dust, should be placed.

16. Every school-room should be furnished with two thermometers, placed on opposite sides in the room, and the temperature in the winter should not be allowed to attain beyond 68° Fahrenheit at a level of four feet from the floor, or 70° at the height of six feet.

17. The necessity for ventilation in an occupied apartment is not obviated by merely reducing the atmosphere to a low temperature.

18. No apparatus, however skillfully constructed or judiciously located, can dispense with the careful oversight of a thoughtful teacher.

Although much has been said and printed on the principles and modes of ventilation, there is much to be done by educators, committees, and teachers, to enlighten and liberalize the public mind and action on this important subject—not only in reference to school-rooms, but to halls of justice and legislation, to churches, lecture rooms, and workshops,—to all places where human beings congregate in large numbers, for business or pleasure.

Mr. D. Leach, one of the agents employed by the Board of Education in Massachusetts, to visit schools and confer with committees in regard to the construction of school-houses, remarks in 1853:

In a large majority of school-houses, there are no means of ventilating but by opening the windows and doors. And where attempts have been made, it has been but imperfectly accomplished. The ventilating tubes have almost invariably been too small. As the result of my investigations, I would make the following suggestions. To ventilate a room properly containing fifty persons, the ventilating tube should not be less than fifteen square inches inside. The tube should be made of very thin boards, well seasoned, with a smooth inside surface, and it should be perfectly tight. It should be wholly within the room, and opposite to the register or stove. There should be an opening at the top and bottom. The ventilating tubes should be connected in the attic, and conducted through the roof, and furnished with a suitable cap. Another method, which is far preferable, is as follows: The smoke pipes may be conducted into a cast iron pipe resting on soap-stone in the attic floor, instead of a chimney built from the bottom of the cellar. This cast iron pipe may be surrounded by a brick chimney, into which the ventilating tubes should lead. The space in the chimney should be equal to the spaces in the tubes, after making suitable allowance for the pipe, and the increase of friction. By this arrangement, the air in the tubes will be rarefied, and a rapid current of air produced. All attempts to ventilate rooms with tubes in the wall, or of less size than fourteen or fifteen square inches for fifty persons, have, so far as I have examined, failed. No artificial means will secure good ventilation when the temperature of the room and that of the outer air are nearly the same, without the application of heat to the air in the tubes. Unless the air is heated before being admitted into the room, it should be let in at the top, and not at the bottom, and always through a large number of small apertures. The quantity of pure air admitted must always be equal to that which is to be forced out.

**METHODS OF VENTILATION AND WARMING, RECENTLY INTRODUCED  
INTO THE SCHOOL-HOUSES OF BOSTON.**

In February, 1846, the School Committee of Boston appointed Dr. Henry G. Clark, E. G. Loring, Esq., and Rev. Charles Brooks, a Committee "to consider the subject of ventilation of the school-houses under the care of this Board, and to report at a future meeting some method of remedying the very defective manner in which it is now accomplished." The Committee were further "authorized to ventilate any three school-houses, in such manner as they may deem expedient." Under these instructions, the Committee visited, and carefully examined all the school-houses under the care of the Board, and instituted a variety of experiments, for the purpose of determining on the best method of ventilation, to be generally introduced. In December, 1846, this Committee made a Report, for a copy of which we are indebted to the author, Dr. Clark, by whose agency and ingenuity mainly, these great improvements, both in ventilation and warming, hereafter detailed, have been introduced into the Public Schools of Boston. We are also indebted to Dr. Clark for the use of the cuts by which this Report, and a subsequent Report, are illustrated. We shall extract largely from these valuable documents, with the permission of the author. It will be seen that the views here recommended are substantially the same with those presented under the head of Ventilation, in this Treatise.

"Your Committee desire to call the attention of this Board, chiefly to the consideration of such general and well established Physiological and Philosophical principles, as have a distinct and intimate relation to the subject of this Report, and may be useful in its elucidation.

In doing this, there are two things of which they hope to satisfy the Board.

*First.* The necessity of a system of ventilation, which shall furnish, for all the pupils in the Public Schools of Boston, at all times, an abundant supply of an atmosphere entirely adapted, in its purity and temperature, to the purposes of respiration.

*Secondly.* The entire failure of the measures heretofore adopted to accomplish this desirable end.

The function of Respiration, is that process, by whose agency and constant operation, atmospheric air is admitted to the internal surface of the lungs, and there brought into close contact with the blood, for the purpose of effecting certain changes in it, which are essential to the continuance of life, and to maintain the integrity of the bodily organs. During this process, the atmosphere is constantly losing its oxygen, which is carried into the circulation, while, at the same time, it is becoming overcharged with the carbonic acid gas, which is continually thrown off from the lungs by respiration. This effete and deadly poison spreads itself rapidly into all parts of the room.

'M. Lassaigne has shown, by a series of investigations, that, contrary to a common opinion, the air in a room which has served for respiration without being renewed, contains carbonic acid alike in every part, above as well as below; the difference in proportion is but slight; and, where appreciable, there is some reason to believe that the carbonic acid is in greater quantity in the upper parts of a room. These experiments establish the very important fact, that all the air of a room must be changed, in order to restore its purity.'

Dr. Wyman makes the following remarks on this point: 'Although carbonic acid is a much heavier gas than atmospheric air, it does not, from this cause, fall to the floor, but is equally diffused through the room. If the gas is formed on the floor without change of temperature, this diffusion may not take place

rapidly. In the celebrated *Grotto del Cane*, carbonic acid escapes from the floor, and rises to a certain height, which is pretty well defined to the sight on the walls; below this line, a dog is destroyed, as if in water; above it, he is not affected. An analysis of the air above and below a brazier has been made, and it was found equally contaminated,—the former containing 4.65 per cent., and the latter 4.5 per cent. of carbonic acid.

From the experiments of M. Devergie, who has devoted much attention to the poisonous effects of these gasses, it appears, that the heat disengaged from the combustion of charcoal, produces an equable mixture at all elevations in the apartment; and this state of things continues as long as the room remains warm; but after twelve hours or more, the carbonic acid sinks, and while that near the ceiling contains only a seventy-eighth, that near the floor contains nearly four times as much, or a nineteenth. (See *Prac. Treas.* p. 77.)

If further proof be needed, to establish this position, we have other testimony. During respiration, a considerable quantity of vapor is discharged from the lungs. With regard to this, Mr. Tredgold says: 'if the air did not contain this mixture of vapor, it would not rise when expelled; and we have to admire one of those simple and beautiful arrangements, by which our all-wise Creator has provided against the repeated inhalation of the same air; for a mixture of azote, carbonic acid gas, and vapor, at the temperature it is ejected, is much lighter than common air even at the same temperature. Hence, it rises with such velocity, that it is entirely removed from us before it becomes diffused in the atmosphere. But as all gaseous bodies and vapors intimately mix when suffered to remain in contact, we see how important it is that ventilation should be continual; that the noxious gasses should be expelled as soon as generated; and that the ventilation should be from the upper part of a room.' (See *Tredgold on Warming*, &c., p. 70.)

If, to the foul effluvia ejected from the lungs, and accumulating in an apartment as badly ventilated as one of our school-rooms, be added the fouler matter thrown into the air from the insensible perspiration of so many individuals, many of whom are of uncleanly habits in person and apparel, it is apparent, that, in a very limited period of time, the air, in a perfectly close room, would become so entirely unfit for respiration, that, to all who were exposed to its influence, submersion in water could not be more certainly fatal.

The terrible effects of continued exposure to carbonic acid gas in a concentrated form, have been graphically described by Howard, in his account of the Black Hole of Calcutta. Of one hundred and forty-six persons, shut up in this place for only ten hours, without any other means of ventilation than one small opening, but twenty-six were found alive, when it came to be opened; and most of these suffered afterward from malignant fevers.

The fainting of feeble persons in crowded assemblies, and the asphyxia, so often produced in those who descend into deep wells without suitable precaution, are familiar examples of the same noxious effects of this poison.

It has been usually estimated, that every individual, by respiration, and the various exhalations from the body, consumes or renders unfit for use, at least from four to five cubic feet of air per minute. This is probably a low estimate; but authors of good repute differ considerably on this point. Mr. Tredgold's remarks, in this connection, are interesting and pertinent. 'The Physiological Chemists,' says he, 'have placed in our hands a more accurate means of measuring the deterioration of air in dwelling rooms, than by the best eudiometer; for they have shown, by repeated experiments on respiration, that a man consumes about thirty-two cubic inches of oxygen in a minute, which is replaced by an equal bulk of carbonic acid from the lungs. Now, the quantity of oxygen in atmospheric air is about one fifth; hence it will be found, that the quantity rendered unfit for supporting either combustion or animal life, by one man, in one minute, is nearly one hundred and sixty cubic inches, by respiration only. But a man makes twenty respirations in a minute, and draws in and expels forty inches of air at each respiration; consequently, the total quantity contaminated in one minute, by passing through the lungs, is eight hundred cubic inches.\* The other sources of impurity, which should be considered, will increase the estimate to the amount above stated. The amount of vapor discharged from the lungs, and thus added to the impurities of the air, is said to exceed six grains per minute. It has also been shown

\*Tredgold on *Warming*, &c., p. 69

that air, which has been some time in contact with the skin, becomes almost entirely converted into carbonic acid.

In estimating the amount of fresh air to be supplied, we ought not merely to look at what the system will tolerate, but that amount which will sustain the highest state of health for the longest time. Dr. Reid recommends at least ten cubic feet per minute, as a suitable average supply for each individual; and states that his estimate is the result of an 'extreme variety of experiments, made on hundreds of different constitutions, supplied one by one with given amounts of air, and also in numerous assemblies and meetings, where there were means for estimating the quantity of air with which they were provided.' (*Illustrations of Ventilation*, p. 176.)

These calculations refer to adults; but the greater delicacy of the organization of children, and their feebler ability to resist the action of deleterious agents, together with their greater rapidity of respiration, demand for them at least an equal supply. Proceeding upon this basis, and multiplying the amount required per minute, by the minutes of a school session of three hours, we have eighteen hundred cubic feet for each pupil, and for two hundred and fifty pupils—the average maximum attendance in one of our large school-rooms,—450,000 cubic feet, as the requisite quantity for each half-day. The rooms contain about 22,500 cubic feet only: so that a volume of air, equal to the whole cubic contents of each room, should be supplied and removed, in some way, ten times every three hours, in order to sustain the atmosphere in them at a point which is perfectly wholesome and salubrious. For such a purpose, the present means are so entirely inadequate, that it was found that the air of a room became tainted in ten or fifteen minutes. In ordinary cases, four per cent. of the air expelled from the lungs is carbonic acid. The presence of five or six per cent. will extinguish a lamp, and with difficulty support life. It is therefore certain, that the air would become deprived of all its best properties in one school session.

Le Blanc,—who examined many public and private buildings, in France and elsewhere,—speaking of the Chamber of Deputies, where sixty-four cubic feet of fresh air *per minute*, were allowed to each individual, states, that of 10,000 parts escaping by the ventilator, twenty-five were carbonic acid; while the quantity of this gas ordinarily present in the atmosphere, is but  $\frac{1}{1000}$ . Dr. Reid states, that he never gave less than thirty cubic feet of air a minute, to each member of the House of Commons, when the room was crowded; and once he introduced, for weeks successively, sixty cubic feet a minute, to each member.

The very earliest impressions received by your Committee, in their visits to the school-houses, satisfied them of their lamentable condition in regard to ventilation. In some of them, they found the air so bad, that it could be perceived before reaching the school-rooms, and in the open entries; and the children, as they passed up and down the stairs, had their clothes and hair perceptibly impregnated with the fetid poison. And these circumstances existed in houses, where the open windows testified, upon our entrance, that the Masters had endeavored to improve the atmosphere by all the means placed at their disposal. To this custom,—*that of opening windows in school hours*,—the Instructors are compelled to resort, for relief; and this expedient, certainly, is the lesser of two very great evils. Your Committee found in their visits to the school-houses, during the severest days of last winter, that no school-room had less than three, and that more than half of them had at least seven windows open for the admission of pure air. Yet this dangerous and injurious practice only mitigates the evils of bad air, by creating others. It produces colds and inflammatory complaints, and the air still remains impure, offensive, and highly deleterious; sufficiently so, to affect the delicate organization of childhood, to blight its elasticity, and destroy that healthful physical action, on which depends the vigor of mature years.

We have already referred to some of the more violent and sudden effects of exposure to air highly charged with these noxious gasses. There are others, which are more remote, and, to a superficial observer, less noticeable. But they are not, therefore, of less importance. The grave consequences of a long-continued exposure to an atmosphere but a little below the standard of natural purity, although not immediately incompatible with life, can hardly be over-

stated. These effects are often so insidious in their approach, as hardly to attract notice; they are therefore the more necessary to be provided against in advance.

Children, confined in the atmosphere of these schools, soon lose the ruddy and cheerful complexions of perfect health which belong to youth, and acquire the sallow and depressed countenances which might reasonably be expected in over-worked factory operatives, or the tenants of apartments unvisited by the sun or air. We noticed in many faces, also, particularly towards the close of a school session, a feverish flush, so bright that it might easily deceive an inexperienced eye, and be mistaken for a healthy bloom. Alas! it was only a transient and ineffectual effort of nature to produce, by *overaction*, those salutary changes which she really wanted the *power* to accomplish.

The condition of the pupils, depressed as they are by these influences, is constantly demanding increased exertions from their Instructors, while the requirements of the age place the standard of education at an elevation sufficiently difficult of access under the most favorable circumstances.

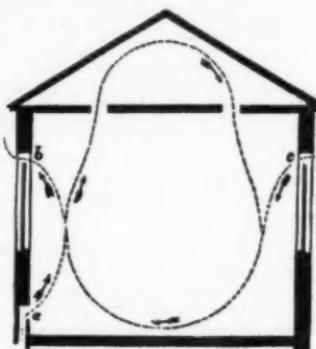
Your Committee are satisfied, therefore, that the present state of the school-houses daily impairs the health of the pupils and Instructors, and the efficiency of the schools for the purposes of instruction. That its continuance will produce, not only immediate discomfort and disease, but, by its effect on the constitutions of the children, who must pass in them a large portion of those years most susceptible to physical injury, will directly and certainly reduce the amount of constitutional vigor hereafter to be possessed by that large mass of our population, which now and hereafter is to receive its education in these schools.

Although the atmosphere in the different school-houses varied very much in particular cases, either owing to the time of the visits, or from the amount of attention and intelligence of the Masters, yet in none of them was it at all satisfactory; not one of them was furnished with any useful or systematic means of ventilation. Every one, in order to be kept in a tolerably comfortable condition in this respect, required the frequent and laborious attention of the Instructors, and often to a degree which must have seriously interfered with their legitimate duties.

All of the rooms are provided with registers, in or near the ceiling, ostensibly for the purpose of discharging the foul air, but which your Committee believe to be almost entirely useless. The openings through the roof into the open air, where they exist, are so small, as to be quite inadequate to relieve the attics; so that the bad air must accumulate there, and, after becoming condensed be gradually forced back again, to be breathed over by the same lungs which have already rejected it. The condition of the apartments, after undergoing a repetition of such a process, for any length of time, can easily be imagined."

A reference to the subjoined diagram will explain at once the present state of the Ventilation of the School-Houses.

- a. Heated air from furnace.
- b. Hot air escaping through open window.
- c. Cold air entering through open window.



It may be a matter of surprise, to some, perhaps, that the subject of ventilating our school-rooms has not long ago received the consideration necessary to remedy, or even to have prevented altogether, the evils of which we at present complain. But these evils have not always existed. It should be recollect ed, that the stoves and furnaces now in common use, are of comparatively modern date; and moreover, that the ample fireplaces, which they have displaced, always proved perfectly efficient ventilators, although, it is true, somewhat at the expense of comfort and fuel. But in closing the fireplaces, and substituting more economical methods of warming, evils of far greater magnitude have been entailed upon us.

It is evident, that, in order to carry into operation any complete system of ventilation, there must be connected with it some apparatus to regulate the temperature of the air to be admitted, as well as to ensure its ample supply. Your committee have accordingly examined, with much care, this part of the subject. A majority of the buildings are furnished with 'hot-air' furnaces, situated in the cellars; the remainder with stoves, placed in the school-rooms themselves. Most of the furnaces possess great heating powers,—indeed much greater than is necessary, if the heat generated by them were properly economized, or could be made available;—but, as now constructed, they are almost worse than useless, consuming large quantities of fuel, and, at the same time, so overheating the air which passes through them, as to deprive it of some of its best qualities, and render it unsuitable for respiration. It is difficult to define, with precision, and by analysis, the changes which take place in air subjected to the action of metallic surfaces, at a high temperature. The unpleasant dryness of the air can be detected, very readily, by the senses; and the headache, and other unpleasant sensations, experienced by those who breathe such an atmosphere, would seem to prove a deficiency of oxygen and electricity. The rapid oxydation and destruction of the ironwork of the furnaces themselves, also tends to confirm this supposition.

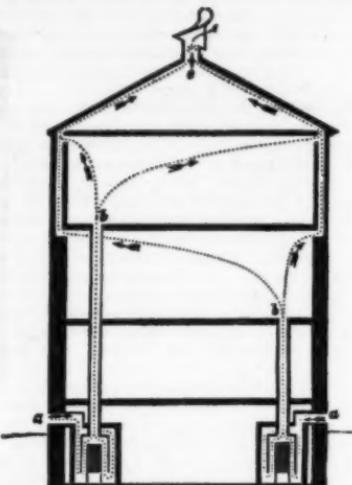
It has been ascertained, by repeated examinations, that the temperature of the air, when it arrives at the rooms, is often as high as 500° and 600° Fahrenheit. Of course, it is entirely impossible to diffuse air, thus heated, in the parts of the room occupied by the pupils. Much of it passes rapidly out of the windows, which may be open; the rest to the ceiling, where it remains until partially cooled, gradually finding its way down by the walls and closed windows, to the lower parts of the room. The consequences are, that, while much more calorific is sent into the apartment than is requisite, many of the pupils are compelled to remain in an atmosphere which is at once cold and stagnant.

The source of the cold air for supplying the furnaces, is not always free from objection; some being drawn from the neighborhood of drains, cesspools, &c. This is a radical defect, as it must inevitably affect the whole air of the building. The boxes, which admit the cold air to the furnaces, are much too contracted; some of them being only a few inches square, when their capacity ought to be nearly as many feet. The air enters the 'cold-air' chamber of the furnace, at its top, whence it is intended to be carried down between thin brick walls, (which should be cold, but which are often heated to 300° Fahrenheit,) to the lower part of the furnace, and thence into the 'hot-air' chambers, and so on to the rooms above. It is obvious that the 'hot-air' chamber must be heated to a temperature far beyond that of the 'cold-air' chamber, in order to compel the air, against its own natural tendencies, to pass into it with any velocity or volume, and the very attempt to accomplish this, almost defeats itself; as, by driving the fire for this purpose, the 'cold-air' chamber becomes still hotter, so that at last the contest is decided only by the greater calorific capabilities which the iron plates possess over the brick wall. At any rate, the temperature of the iron is frequently raised to a red and even a white heat, by running the furnaces in the ordinary way. This soon destroys them, and they require consequently to be frequently renewed. In addition to all this waste of fuel and material, the folly of attempting, in any way, to warm school-rooms whose windows are freely opened to the admission of an atmosphere, at the low temperature of our winter climate, may well claim a passing notice.

The following diagrams will exhibit the mode in which the two houses already referred to, are now ventilated.

PLAN OF THE VENTILATION OF THE ELIOT SCHOOL-HOUSE.

- a. a. Cold air channels to furnaces.
  - b. b. Heated air.
  - c. Gas burner.
- The arrows show the currents of air from the furnaces to the outlet at the roof.



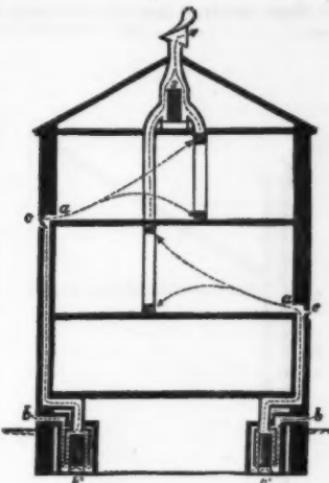
This house was entirely without any external opening through the roof. The other arrangements in it presented nothing peculiar. The 'exits and the entrances' were all as deficient in capacity as usual. The first care was to perforate the roof. This was accordingly done, and an opening of sufficient size made to carry a turn-cap of two and a half feet in diameter in its smallest part. The cold-air shaft, with an area of only one hundred and forty square inches, was enlarged so as to measure six hundred, or about four times its former size. The necessary repairing of one furnace, gave us an opportunity to enlarge its air-chamber very considerably. Water, for evaporation, was placed within a chamber of the furnace. The registers in the rooms opening into the attic, being below the ceiling, were raised to the highest point, and increased in size.

Although we think the want of connection of the cowl at the roof with the registers from the rooms by closed tubes, a decided disadvantage, we were satisfied, on the whole, with the results; as the alterations gave great relief. These changes were made during the month of February, 1846, and the only inconvenience suffered during the winter, was the occasional rise of the temperature to five or ten degrees beyond the desired point. The atmosphere has lost its bad odor almost entirely, and is of course much more agreeable. A gas burner has lately been placed in the throat of the ventilator, for use when extra power is needed.

PLAN OF THE VENTILATION OF THE ENDICOTT SCHOOL-HOUSE.

This house, as well as the preceding, was heated by furnaces in the cellar, one for each room. Its ventilating flues were arranged in a better manner than usual, opening into little separate chimneys which pierced the roof near the copings. But they had proved to be insufficient, both on account of their size and situation. They were also affected sensibly by down-gusts, which completely reversed their action in certain states of the atmosphere and wind.

- a. a. Currents of heated air passing to the ventilating flues.
- b. b. Cold air channels.
- c. c. Cold air valves opening upon the hot-air currents.
- F. F. Furnaces.
- S. Stove in ventilator in the attic.



After enlarging the cold-air shaft to a proper size, it was thought best, (as the hot-air pipe passed through the brick wall, so that it could not easily be altered,) to make an opening through the outer wall directly behind the register which delivered the hot-air into the room. An aperture of sixteen inches square, commanded by a revolving damper, was therefore cut. It has been found to answer exceedingly well; as we now get a much larger volume, of more temperate and purer air.

For the delivery of the bad air, the following arrangements were adopted. Large wooden boxes, or air-shafts, were carried from the floor of each story into the attic, where they communicate, by closed metal pipes of the same size, with a tin cylinder, three feet in diameter, which is continued to the roof, terminating there in a large cowl. There are openings, at the top and bottom of each room, into the ventilating shafts, which can be used separately, or together, as the state of the atmosphere requires.

An air-tight coal stove, placed within the drum, in the attic, completes the apparatus. This has been only recently constructed; but from results already produced, there is no doubt of its entire ability to accomplish all that is desirable.

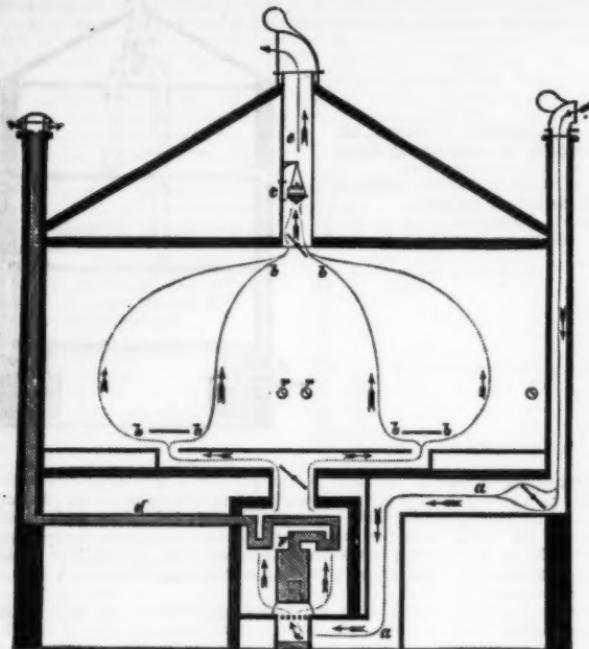
The same general statements which have been made with regard to the Grammar School-houses, will apply to the Primary School-houses. They are undoubtedly in as bad a condition, to say the least; and from their smaller capacities in proportion to the number of pupils which they contain, require particular attention.

For ventilation of these, and the Recitation rooms, which resemble them in structure and size, your Committee recommend the use of the double fireplace\* or the Ventilating Stove, which will be hereafter described. If the latter be used, ventilating flues, opening at the ceiling, must be carried out of the roof.

It only remains for your Committee to describe, more particularly, the system of ventilation which they consider to be, in its general features, best adapted for the school-houses under the care of the Board. Much of it has already been anticipated in other parts of this Report; and the following plan will show, at a glance, better than any description can do, its particular features.

\* See page 38 of this Essay for a diagram and description.

DIAGRAM SHOWING THE BEST GENERAL PLAN FOR WARMING AND VENTILATING  
THE GRAMMAR SCHOOL-HOUSES.



a. a. Cold-air channel, three feet in diameter, opening underneath the Furnace.

F. Furnace, three feet in diameter in a brick chamber ten feet square. The walls twelve inches thick.

d. Smoke flue, surmounted with Mr. Tredgold's chimney top.

b. b. b. Currents of warmed air, passing from the furnace, through a main flue of four feet in diameter, which supplies two branch flues. From these the air is diffused into all parts of the room, by means of the tablets which are placed over the mouths of the registers.

e. The ventilating shaft, two and a half feet in diameter, into which the foul gasses are collected, and from which they are finally discharged into the open air.

c. An Argand Lamp, to be lighted from the attic.

r. r. r. Registers, by means of which the whole circulation is controlled.

The Committee recommend attention to the following *general rules for Ventilation and Warming.*

1. The air must be taken from a pure source. The higher parts of the building are the best, as thereby all impurities, which often contaminate air taken from near the surface of the ground, are avoided.

2. In order to ensure a constant and abundant supply, the air shaft must be surmounted with a cowl or hood of some kind, with its mouth turned *towards the wind.*

3. The fresh air should in all cases be carried entirely beneath the furnace.

If the cellar is wet and the situation low, the underground culvert or channel should be of brick, laid in cement.

4. The furnace chamber should be so large that it can be entered at any time, without the necessity of taking down walls, for the purpose of repairs, or to observe the temperature. A large earthen pan for the evaporation of water should never be omitted. This should be kept always perfectly clean, and the water required to be frequently changed.

5. A thermometer should be constantly at hand, and the *temperature in the warm-air chamber should never be allowed to exceed that of boiling water*. A still lower temperature is often desirable. If this point is secured, the hot air can be conducted with perfect safety under floors, or into any part of the building, for its better diffusion.

6. The openings for the admission of the warm air into the rooms, should be as numerous as possible. The long platform occupied by the teachers, by being perforated in front for its whole length, would be an excellent diffusing surface.

7. Openings of ample size must be made in the highest points of the ceiling, to be connected at the top of the roof with a turn-cap or louvre, the former being always surmounted with a vane. It is better that the ceiling should be perforated at its centre, and there is no objection to running the ventilating shaft, at first, horizontally, if the perpendicular and terminal portion of it is of considerable length.

8. *It is highly important to have a power of some sort, within the apparatus at its top, for the purpose of compelling constant action, and of increasing the force of the apparatus, whenever the state of the weather, or the crowding of the room, render it necessary.*\* For this purpose, the most convenient and economical means are furnished by a gas burner, an Argand lamp, or a stove; and one of these should be in constant readiness for use, when neither the velocity of the wind, or the low temperature of the external atmosphere are sufficient to produce the desired effect.

9. All the openings and flues for the admission of pure air, and the discharge of the foul air, should be of the *maximum size*; that is, they should be calculated for the *largest numbers* which the apartment is ever intended to accommodate.

10. Valves must be placed in all the flues, and so arranged as to be easily regulated without leaving the rooms into which they open.

11. The best average temperature for school-rooms, is from 64° to 68° Fahrenheit; this range including that of the healthiest climates in their best seasons.

For the purpose of summer ventilation, and for occasional use in moderate weather, fireplaces of good size should be constructed in all the new houses, at least. They should always be double, and furnished with large air chambers, which communicate with the open air. When not in use, they must be closed with tight boards or shutters, as they would otherwise interfere with the regular ventilation.

With these arrangements, intelligently controlled by the Teachers, your Committee believe that an atmosphere will be secured which will be perfectly agreeable and salubrious; which will lighten the labors of the Teachers, and promote the comfort, health, and happiness, of the thousands of children who are daily congregated in our Public Schools."

'This Report was received, and the same Committee were "directed to adapt to each school-room such apparatus, if any, as may be required to secure to them proper ventilation in winter and summer, and to make such alterations and arrangements of the furnaces as may be required." To be able to execute this order, the Committee applied to the City Authorities for an appropriation of \$4,000, which was readily granted, after an examination by a Joint Committee of the Board of Aldermen and Common Council, of the school-houses in which the improved ventilating apparatus had been introduced. The following is an extract from the Report of the Joint Committee.'

\* This in practice has not been found necessary, although it may be sometimes.

"In order to be fully satisfied, the Committee visited the Endicott School, where the apparatus was in operation. The day was exceedingly wet and disagreeable, and yet the air of the rooms was found in an unobjectionable condition. The masters fully sustained the representations of the petitioners; and from their statements, as well as from their own observations, the Committee were satisfied of the beneficial effects of said apparatus.

In order, however, to have a more full investigation of the matter, the Committee, on a subsequent day, visited the Johnson School and the Boylston School. The day was dry and cold, and they found the air in the Johnson School in a tolerably good condition. This is a girls' school; and it is well known that the pupils in such schools are neater, and attend in cleaner and more tidy apparel, than the pupils in the boys' schools.

In the Boylston School, however, the Committee found the air very disagreeable and oppressive; and they could not but feel the importance of executing some plan of relief."

If the Committee of Ways and Means,—or whatever the money-compelling power may be called—in every city, and town, and district, would satisfy themselves by actual examination, of the necessity of a more perfect system of ventilation in all school-rooms, or in all public halls where a large number of human beings are congregated for a considerable length of time, and where fires or lamps are burning, a reform would be speedily introduced in this respect.

With the means thus placed at their disposal, the Committee applied themselves diligently to the duty of ventilating the school-houses—and at the close of the year, they had the satisfaction of announcing in their Final Report, "that the Grammar School-houses of Boston are now in a better condition in respect to their ventilation, than any other Public Schools in the world." The Committee thus sum up the results of their labors.

"The diversity of arrangement and the modifications in our plans which we have been compelled by circumstances to adopt, have had their advantages, and enabled us to arrive at the best results, and to satisfy ourselves entirely in regard to the particular set of apparatus which we can recommend with confidence for future use as decidedly the most effective and convenient. We have therefore furnished drawings and specifications of the set of apparatus which we recommend.

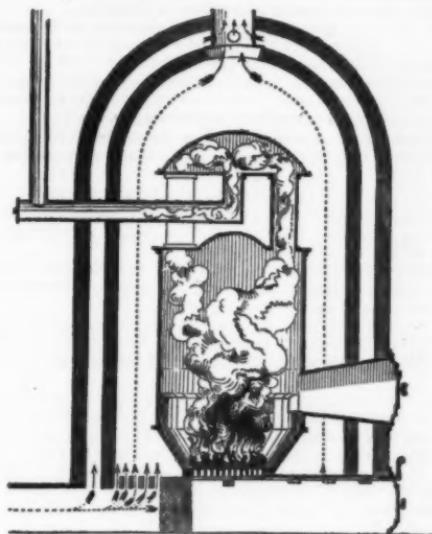
#### *Chilson's Furnace.*

Your Committee have made themselves acquainted not only with all the Furnaces which have been manufactured in this place, and its neighborhood, but with all those which have been exhibited here recently. Most of them show much ingenuity of contrivance and excellence of workmanship; but are all, so far as we can judge, inferior in many respects, to the one invented by Mr. Chilson, a model and plans of which we now exhibit, and recommend as superior to all others.

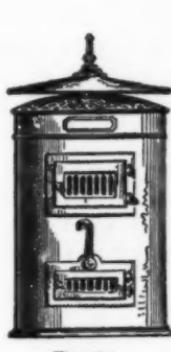
It is simple in its structure, easily managed, will consume the fuel perfectly, and with a *moderate* fire. It is fitted for wood or coal. The fire place is broad and shallow, and is lined with soapstone or fire-brick, which not only makes it perfectly safe and durable, but modifies very materially the usual effect of the fire upon the iron pot.

The principal radiating surfaces are wrought iron, of a suitable thickness for service, while at the same time the heat of the smallest fire is communicated immediately to the air chamber. The mode of setting this Furnace we consider essential; more especially the plan of admitting the air to the furnace at its lowest point, as it then rises naturally into the apartments above. This

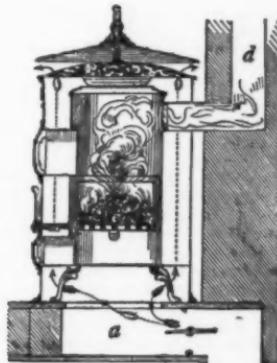
process commences as soon as the temperature is raised even a single degree. The outer walls remain cold; the floor above is not endangered, and the whole building is rapidly filled with an atmosphere which is at once salubrious and delightful.



*Section of Chilson's Furnace.*



*Elevation.*



*Section.*

#### VENTILATING STOVE.

For the houses which we found without the Hot Air Furnaces, as also for the Recitation and other single rooms, the invention of a Stove which shoul

answer the same purpose became essential. One was therefore contrived; and having been found in its earlier and ruder forms to be of great utility, it has since been improved in its appearance, as well as in the convenience of its management.

These Stoves are composed of two cylinders, the *inner* containing a fire chamber, which is lined with soap-stone or fire brick, while the *outer* constitutes a chamber for warming the air, which is introduced into it beneath the inner cylinder, from an air box directly connected with the external atmosphere.

They possess the following advantages:—

1. They are in fact *furnaces*, having distinct and capacious air chambers.
2. They insure, when properly set, that *supply of fresh air* which is *indispensable to the proper ventilation* of any apartment.
3. The Regulating Distributor, which is movable or fixed, as may be desired, determines with great accuracy the amount and temperature of the admitted air.
4. The outer cylinder is never hot enough to burn the person or clothing, or to be uncomfortable to those who are situated in its immediate vicinity.
5. They are constructed with the utmost regard to efficiency, durability, compactness, and neatness of appearance.

These Stoves have been furnished to the Schools whenever your Committee have required their use, and at manufacturers' prices, without any profit whatever to the inventor and patentee.

They may be used with advantage in the largest rooms, when the cellars are unfit for Furnaces, or when it is preferred to have the fire in the room itself. The Johnson, Wells, Hawes, and Winthrop School-houses are warmed entirely by them.

The discharging ventiducts have been made in various ways; some of wood, some of metal, and others of 'lath and plaster.' Some have opened at the ceiling only, and in but one part of the room, while others have been equally divided at opposite sides of the apartment. Our rule is this:—If the Heating Apparatus is at one end of an oblong room, the ventiduct is placed at the opposite. If the stove or furnace flue is at the middle of the longest side, the ventiducts are placed at each end, and are of course reduced to one half the size of the single one.

The best manner of constructing them is shown by the drawing, Fig. 1, and described on the following page.

There is great economy in carrying the boxes to the floor in all cases. In this way the room can be kept warm and the air pure in the coldest and most windy days.

The registers at the top and bottom can be used separately or together, as may be desired.

It is necessary and advantageous to apply some kind of cap or other covering upon the ventiducts where they terminate above the roof. It is necessary as a protection from the rain and the down blasts of wind, and it is also very advantageous to be enabled in this way to avail ourselves of the power of the wind to create an active upward current. We used at first the turncap or cowl invented by Mr. Espy, and with satisfactory results. It is undoubtedly the best movable top known; but is noisy, and somewhat liable to get out of working order. These objections to the movable tops have long been known, and various stationary tops have been invented, and have been partially successful. An Improved Stationary Top, or Ejecting Ventilator, as it is called, has been invented during the past year by Mr. Emerson. It is shown in the drawing, and consists of the frustum of a cone attached to the top of a tube, open in its whole extent, and surmounted by a fender which is supported upon rods, and answers the double purpose of keeping out the rain and of so directing or turning a blast of wind upon the structure, as that in what-



*Ejecting Ventilator.*

ever direction it fall, the effect, that of causing a strong upward draft, will be very uniform and constant.

Being satisfied that this Stationary Ejector possessed all the advantages of the best tops hitherto known, without the disadvantages of either of them, we have adopted it for several of the houses last ventilated, and find it in all respects satisfactory. We therefore recommend it for general use.

The Injector may generally be dispensed with, but in situations unfavorable for introducing air, it may be sometimes found convenient, or even necessary. [Mr. Emerson recommends the use of the Injector, whenever a ventilating stove or furnace is used, so as to secure the admission of a quantity of pure air, warmed by the heating surfaces of the stove or furnace, equal to the quantity of air rendered impure by respiration withdrawn by the Ejector. He refuses to allow his ventilators to be placed upon any school-house which is not supplied with fresh warm air.]



*Injecting Ventilators.*

#### Ventiducts.

The discharging ventiducts should be situated at the part of the rooms most distant from the stove or register of the furnace, and should always, if possible, be constructed in or upon an *interior* wall or partition, and an outer brick wall must, if possible, be avoided. They should be made of thoroughly seasoned sound pine boards, smoothed on the inner sides, and put together with two-inch iron screws. The outside finish may be of lath and plaster, or they may be projected backwards into a closet or entry, as shown in Figure 3. They must be carried entirely to the floor, and should be fitted at the top and bottom with a swivel blind, whose capacity is equal to that of the ventiduct into which it opens. This blind may be governed by stay rods or pulleys. The elevation gives a view of the ventiducts for a building of three stories, and shows the best mode of packing them, so as to avoid injuring the appearance of the rooms.

These ventiducts must be *kept entirely separate* to the main discharger at the roof, as any other arrangement would impair or destroy their utility.

The size of the ventilators and ventiducts must correspond to the capacity of the room, and the number it is intended to accommodate.

A room containing sixty scholars is found to require a discharging duct of fourteen inches in diameter. A room for one hundred scholars requires the tube to be eighteen inches; and a room for two hundred scholars requires it to be twenty-four inches.

The *fresh air ventiducts should exceed in capacity those for carrying off the impure air by about fifty per cent.*; so that there will then always be a surplus or plenum supply, and the little currents of cold which press in at the crevices of the doors and windows will be entirely prevented.

The section shown in Fig. 3 exhibits a very convenient mode of bringing the cold air to the ventilating stoves in a three story building in connection with the smoke flues.

FIGURE 1.

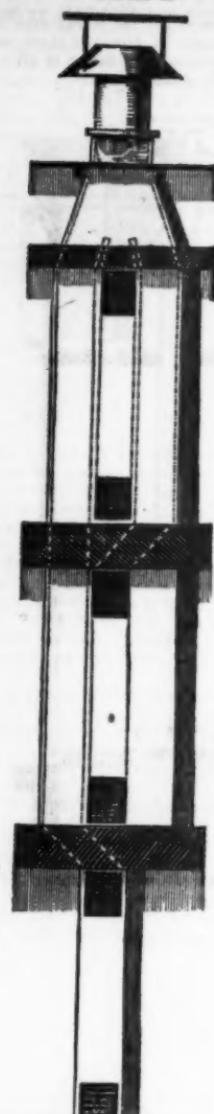
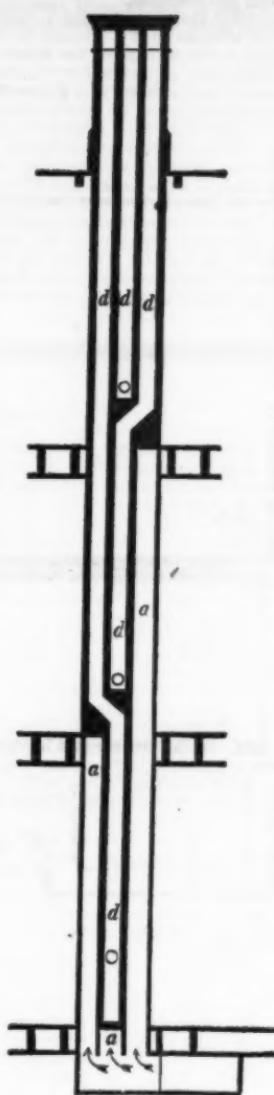
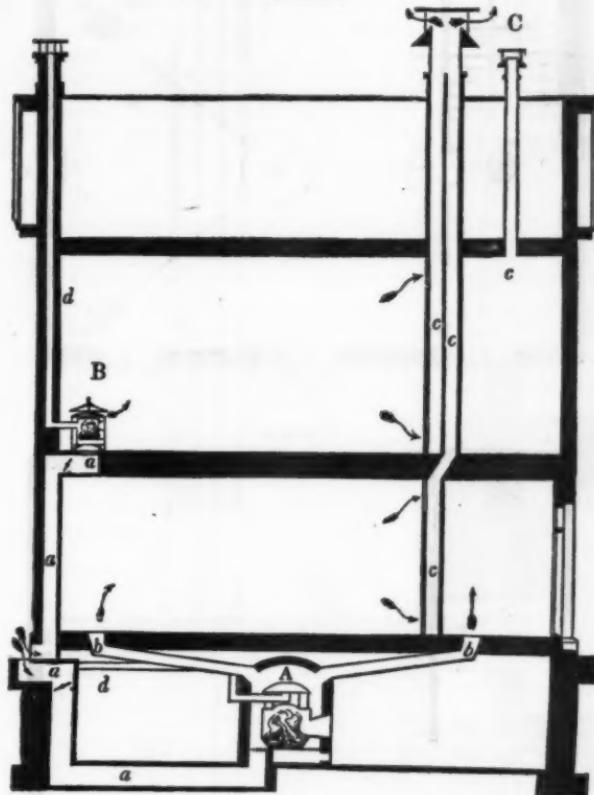
*Elevation of Ventiducts*

FIGURE 2.

a. Cold air ducts.  
d. Smoke flues

The following section, (Fig. 3,) and plans (Fig's. 4 and 5,) exhibit at one view an example of a building of two stories warmed and ventilated by the apparatus and in the manner recommended.

FIGURE 3.

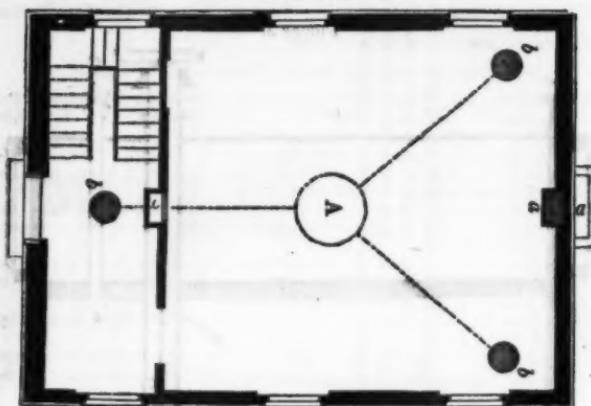


- A. Chilson's Furnace.
- B. The Boston School Stove.
- C. Emerson's Ejector.
- a. Cold or fresh air ducts.
- b. Warmed air ducts.
- c. Impure air ducts.
- d. Smoke flues.

The letters on the plans correspond to those in the section.

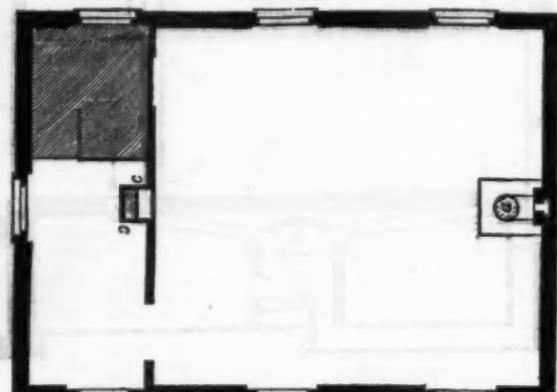
*Plans of First and Second Floors.*

FIGURE 4.



First Floor.

FIGURE 5.



Second Floor.

A. Furnace. a. a. a. Fresh air ducts. b. b. b. Warm air registers.  
c. c. c. Impure air ducts.

The modes of ventilation and heating above described and illustrated, were unanimously approved by the school committee, and recommended to the city government, for introduction into the school-houses which may be hereafter erected.

The Committee append to their Report directions for the management of the Stoves, Furnaces and Ventiducts, to which they request the attention of the masters of the Public Schools, in conformity to the rule of the Board, which requires their attention to the Ventilation of the School-houses under their care.

*Rules relative to the use of the Stoves, Furnaces and Ventilators.*

1. *To kindle the fire.*—Close the upper, and open the lower registers of the ventiducts; close the upper door of the stove or furnace and open the lower door; place the cover of the stove one or two inches up.

2. *After the room becomes warm.*—Raise the cover of the stove three or five inches; close the lower door of the stove and open the upper door; open the registers of the ventiducts about half their width.

3. *If the room become too warm.*—Open the registers full width, and raise the cover of the stove high up, keeping the upper door of the stove or furnace open, and the lower door closed.

4. *If the room become too cool.*—Close the upper registers, (for a short time only); close the upper door of the stove and open the lower door; drop the cover down within two inches of the sides.

5. Never close the top of the stove entirely down, while there is any fire therein.

6. At night, on leaving the room, let the cover of the stove down within one inch of the sides; close the lower door, and open the upper one; place all the registers open about half their width.

7. Fill the water basins every morning, and wash them twice a week.

The fires should be kept, if possible, through the night, by covering the coal. The coal to be white ash.

*Construction of Ventiducts.*

Since the first edition of this work was published, the following note has been received from Dr. Clark, in relation to the structure of the discharging ventiducts.

BOSTON, Feb. 12th, 1849.

HENRY BARNARD, Esq.:

My Dear Sir,—Will you allow me to ask your attention to a single matter relating to ventilation? I refer to the construction, situation, and proper materials of the ventiducts which are intended to carry off the foul air. In almost all instances within my knowledge, excepting in the buildings in this place, which have been ventilated within two or three years past, these discharging ducts are made of brick or stone, being often, therefore, also built in the outer wall. If there is any peculiar advantage in our school house ventilation, its success is very much owing to the manner of locating and constructing these same ejecting ventiducts.

The brick ducts always operate *downwards*; that is to say, the air has a constant tendency to fall in them, and they will never "draw" in the proper or upward direction, with the best turncap or top known, unless there is a high wind, or unless artificial power, such as a fire, or a fan wheel be put in requisition. Now the contrary is the fact with the thin wooden, or *lath-and-plaster*, interior ventiduct. The current is always in the right or upward direction. They are warmed to the temperature of the room, and when provided with a proper top will operate in all seasons. Although the currents will vary in power and rapidity, yet, while almost all our ventiducts are provided, and should be, with means of heating by lamps or otherwise, I believe they have scarcely had occasion to light them. So that any impressions formed in relation to this part of the subject from the English, and particularly the French methods of ventilating school-houses, when the brick flues are always used, must be entirely erroneous. The days in which the fires in the French flues would be forgotten and omitted, or be permitted to go out, would far exceed the number of those in which our ventiducts would not act in the most perfect manner without any power at all.

I would not have troubled you, but that I know this point, from much practical experience, to be worthy of especial attention, and in case you should publish a new edition of your work on school-houses, I hope it may be considered.

I am, dear sir,

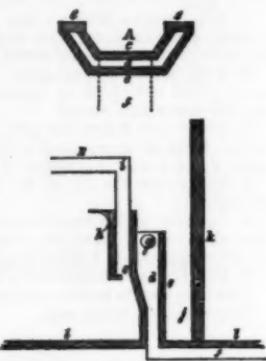
Yours very truly,

HENRY G. CLARK

## DOUBLE FIRE-PLACE FOR WARMING AND VENTILATION.

The following plan of warming and ventilating a school-room is recommended by Mr. George B. Emerson in the School and Schoolmaster. The position of the proposed fire-place may be seen in the Plans of School-rooms by the same eminent teacher, published on page 50 of this work.

*Warming.*—In a suitable position, pointed out in the plates, near the door, let a common brick fireplace be built. Let this be inclosed, on the back and on each side, by a casing of brick, leaving, between the fireplace and the casing, a space of four or five inches, which will be heated through the back and jambs. Into this space let the air be admitted from beneath by a box 24 inches wide and 6 or 8 deep, leading from the external atmosphere by an opening beneath the front door, or at some other convenient place. The brick casing should be continued up as high as six or eight inches above the top of the fireplace, where it may open into the room by lateral orifices, to be commanded by iron doors, through which the heated air will enter the room. If these are lower, part of the warm air will find its way into the fireplace. The brick chimney should



Fireplace.

A. Horizontal section. B. Perpendicular section. c. Brick walls, 4 inches thick. d. Air space between the walls. e. Solid fronts of masonry. f. Air box for supply of fresh air, extending beneath the floor to the front door. g. Openings on the sides of the fireplace, for the heated air to pass into the room. h. Front of the fireplace and mantelpiece. i. Iron smoke flue, 8 inches diameter. j. Space between the fireplace and wall. k. Partition wall. l. Floor.

rise at least two or three feet above the hollow back, and may be surmounted by a flat iron, soap-stone, or brick top, with an opening for a smoke-pipe, which may be thence conducted to any part of the room. The smoke-pipe should rise a foot, then pass to one side, and then over a passage, to the opposite extremity of the room, where it should ascend perpendicularly, and issue above the roof. The fireplace should be provided with iron doors, by which it may be completely closed.

The advantages of this double fireplace are, 1. the fire, being made against brick, imparts to the air of the apartment none of the deleterious qualities which are produced by a common iron stove, but gives the pleasant heat of an open fireplace; 2. none of the heat of the fuel will be lost, as the smoke-pipe may be extended far enough to communicate nearly all the heat contained in the smoke; 3. the current of air heated within the hollow back, and constantly pouring into the room, will diffuse an equable heat throughout every part; 4. the pressure of the air of the room will be constantly outward, little cold will enter by cracks and windows, and the fireplace will have no tendency to smoke; 5. by means of the iron doors, the fire may be completely controlled, increased or diminished at pleasure, with the advantages of an air-tight stove. For that purpose, there must be a valve or slide near the bottom of one of the doors.

If, instead of this fireplace, a common stove be adopted, it should be placed above the air-passage, which may be commanded by a valve or register in the floor, so as to admit or exclude air.

## XI. NATIONAL TEACHERS' ASSOCIATION.

---

1865.

PROCEEDINGS OF THE SEVENTH SESSION, OR SIXTH ANNUAL MEETING, held at Harrisburg, Penn., August 16, 17, and 18, 1865.

*Wednesday, August 16, 1865.*

The ASSOCIATION assembled in the Court-house, Harrisburg, Pa., at 9½ A. M.

The President, Prof. S. S. GREENE, of Providence, R. I., called the meeting to order and invited Rev. Dr. DEWITT, of the city, to open the session with prayer.

The President appointed Hon. C. R. COBURN, of Pa., and Prof. D. N. CAMP, of Conn., to invite Governor CURTIN; and Hon. L. VAN BOKKELEN and Prof. J. P. WICKERSHAM to invite Governor BRADFORD, of Maryland, and the Hon. THADDEUS STEVENS, of Penn., to be present.

Music by an association composed of the choirs of the several churches.

A letter was received from the State Librarian inviting the Association to visit the library. On motion, the invitation was accepted and thanks returned.

The following named persons were received as delegates:—

From New York State Teachers' Association—JAMES CRUIKSHANK, Corresponding Secretary; EDWARD DANFORTH, Vice-President; J. B. THOMSON, T. S. LAMBERT, A. N. HUSTED, GEO. H. BENJAMIN.

From Delaware—Rev. L. COLEMAN, of Wilmington.

From Teachers' Association of Canada West—Hon. J. B. DIXON.

The Secretary made several announcements concerning excursions and returns on railroads.

His Excellency, A. G. CURTIN, Governor of Pennsylvania, was now introduced, and in a brief and eloquent speech welcomed the Association heartily to the State. The President happily responded.

Mr. JAMES G. CLARK favored the audience with a song.

Messrs. Z. RICHARDS, of Washington, D. C., and E. DANFORTH, of Troy, N. Y., were, on motion of Mr. W. E. SHELDON, of Mass., appointed Assistant Secretaries.

The President then presented his *Annual Address*, after which Governor BRADFORD, of Maryland, addressed the Association.

On motion of Dr. J. S. HART, of New Jersey, a committee of five, with the President as chairman, was appointed to report on that portion of the President's address relating to a National System of Education—Prof. S. S. GREENE, of R. I.; Dr. J. S. HART, of N. J.; Hon. C. R. COBURN, of Pa.; Rev. B. G. NORTHRUP, of Mass.; and Prof. RICHARD EDWARDS, of Illinois, committee.

Messrs. RICHARD EDWARDS, of Ill.; D. B. HAGAR, of Mass.; E. A. SHELDON, of N. Y.; and Z. RICHARDS, of Washington, D. C., were, on motion of the Secretary, appointed a Committee on New Members.

The President, on motion of Mr. Z. RICHARDS, named the following gentle-

men a Committee on Finance:—Z. RICHARDS, JAMES CRUIKSHANK, D. N. CAMP, and S. H. WHITE.

Major-General GEARY was, on motion, invited to a seat on the platform.

Singing by the Musical Association.

On motion of Mr. Z. RICHARDS, the following were appointed by the Chair to nominate officers for the ensuing year:—Messrs. Z. RICHARDS, of D. C.; R. EDWARDS, of Ill.; J. S. HART, of N. J.; J. P. WICKERSHAM, of Pa.; W. E. SHELDON, of Mass.

Mr. D. A. HOLLINGSHEAD was received as a delegate from the Baltimore (Md.) Teachers' Association.

*Afternoon Session.*

The Association met at 2 P. M., President GREENE in the chair.

The minutes of the forenoon session were read and approved.

A quartette of the Musical Association rendered a very effective song.

A number of gentlemen were, on motion, elected members of the Association.

Messrs. A. J. RICKOFF, H. E. WHITE, W. D. HENKLE, O. N. HARTSHORN, and W. E. CROSBY, were received as delegates from the Ohio State Teachers' Association— instructed to urge measures for the establishment of a National Bureau of Education.

W. N. HAILMAN, of Louisville, presented his credentials and was received as a delegate from the Kentucky Teachers' Association— instructed to urge Competitive Examination.

A paper on *The Power of the Teacher* was then read by W. N. BARRINGER, of Troy, N. Y.

Letters from Rev. Dr. WAYLAND, Major-General DOUBLEDAY, Major-General HOWARD, and others, were read by the Secretary. *See Appendix (A.)*

Professor RICHARD EDWARDS, of the Normal University, Illinois, then presented a paper on *Normal Schools, with their Distinctive Characteristics, should be Established and Maintained by each State at Public Expense.*

This paper gave rise to an animated debate.

Professor HART, from Committee on President's Address, read a report accompanied by the following resolutions:—

*Resolved*, That a memorial be prepared to be addressed to the President of the United States and to the two Houses of Congress, expressing the strong convictions of this Association in regard to the necessity of having in every State a system of public schools for all classes, in order to the perpetuity and the right working of our political system; and expressing also the wish and the hope that the General Government will do whatever it can rightfully and properly towards inducing the establishment of such a system of common schools in those States where they do not exist.

*Resolved*, That this Association commend to the favorable consideration of the General Government the organization of a Bureau of Education, for the purpose of collecting and publishing educational statistics, and of making suggestions for the advancement of popular education in the several States.

*Resolved*, That a committee of five be appointed to carry the foregoing resolutions into effect, and that the President of the Association be Chairman of said committee.

Laid on the table until after the reading of a paper on the same subject by Prof. A. J. RICKOFF. ✓

Adjourned till evening.

*Evening Session.*

The Association met at 7½ P. M. Several announcements were made by the Secretary and others.

Professor ALBERT HARKNESS, of Brown University, was then introduced and read a paper upon *The Best Method of Teaching the Classics*. The discussion of the subject was postponed.

Professor JAMES D. BUTLER, of the State University, Madison, Wisconsin, then delivered a most elaborate, scholarly, and interesting Lecture on *Common-Place Books*.

Arrangements having been made to spend Thursday in visiting the battle-field at Gettysburg, the regular session was adjourned, after a song, to meet Friday morning at 9½ o'clock.

*Thursday, August 17, 1865.*

In accordance with previous arrangements, the Association, to the number of more than four hundred, left Harrisburg for an excursion to Gettysburg, under the marshalship of Col. J. P. WICKERSHAM, and were met at Hanover by a committee of the citizens of Gettysburg, and escorted to the great battle-field of the nation, where gratuitous and most hospitable entertainment awaited them. After dinner the party, in companies, attended by intelligent guides, occupied the time until 5 o'clock, when the Association was called to order by President GREENE in the grounds of the National Cemetery, and after prayer by Rev. L. COLEMAN, of Delaware, Rev. Mr. CARRAHAN delivered an eloquent address of welcome in behalf of the authorities and citizens. The President made a brief and pertinent response.

Prof. W. D. HENKLE, of Ohio, offered the following resolutions, which were unanimously adopted:—

*Resolved*, That we shall ever cherish with grateful remembrance the opportunity offered us this day of seeing the great battle-field on which was decided, in July, 1863, the fate of this nation.

*Resolved*, That we consider this place in the Keystone State, beautiful by nature, as made infinitely more glorious by being the spot at which the nation was born anew.

*Resolved*, That our thanks are due to the railway companies that have so kindly furnished us the means of this visit, at a reduced rate of fare.

*Resolved*, That the unexpected attention shown to us by the citizens of Gettysburg, in providing us with a free dinner and guides to the battle-field, deserves our warmest thanks.

Short addresses were made by W. E. SHELDON, of Mass.; Z. RICHARDS, of D. C.; N. CYR, of Pa.; T. S. PARVIN, of Iowa; and J. B. DIXON, of Canada.

Mr. J. G. CLARK favored the Association with a patriotic song. After the singing of "America" by the Association, the excursionists returned to Harrisburg, reaching that place at 10½ P. M.

*Friday, August 18, 1865.*

The Association was called to order at 9½ A. M. by President GREENE.

Prayer by the Rev. Dr. JOHNSON, President of Dickinson College, Penn.

Music by a quartette of the Musical Association of Harrisburg.

The records of the previous sessions were read and approved.

The following named persons were elected honorary members:—

Rev. Mr. KERR, Mechanicsburg, Pa.; Dr. LOWELL MASON, Orange, New Jersey; Rev. Dr. THOMAS HILL, Cambridge, Mass.; Rev. Dr. E. O. HAVEN, State University, Michigan; Rev. GEORGE ARMSTRONG, Nova Scotia.

Hon. C. R. COBURN, on behalf of the Superintendent, extended an invitation to the members of the Association to visit the State Lunatic Asylum; also to visit the State Capitol and grounds. Accepted and thanks returned.

The Treasurer presented a list of names of persons for membership. They were, on motion, elected.

The clergy of Harrisburg were invited to sit with the Association as honorary members.

A large number of ladies were, on motion of Professor EDWARDS, elected honorary members.

Superintendent J. W. BULKLEY, of Brooklyn, offered the following:—

*Resolved*, That there be a committee of three appointed, whose duty it shall be to correspond with school officers—Superintendents and others—in relation to the basis upon which the cost, *per capita*, for educating the children of a given city and State is made—to report on the subject at the next annual meeting.

The resolution was adopted, and Messrs. J. W. BULKLEY, of Brooklyn, N. Y.; A. J. RICKOFF, of Cincinnati, Ohio; and B. G. NORTHROP, of Boston, Mass., were appointed as such committee.

Rev. Mr. COLEMAN, of Delaware, offered the following, with appropriate remarks, touching the decease of the late venerable Bishop POTTER. Remarks were further made by Messrs. RICHARD EDWARDS and THOMAS H. BURROWS, and the resolutions were unanimously adopted.

*Whereas*, It has pleased Almighty God to remove, by death, from his large sphere of usefulness, the Right Rev. ALONZO POTTER, D. D., LL. D., late Bishop of Pennsylvania, therefore, be it

*Resolved*, by the National Teachers' Association, at their meeting in Harrisburg, That in the decease of Bishop POTTER, we are deeply sensible of the severe loss which, in common with other objects to which he so zealously devoted his varied talents and accomplishments, the great cause of American education has sustained.

*Resolved*, That his early and constant advocacy of this cause, his rare judgment and earnest efforts in prompting its welfare, and his large-hearted sympathy with the new and vast fields now opening before it, added to the many other virtues which graced his official and private character, will ever entitle him to the gratitude and veneration of all lovers of an enlightened and active Christianity.

*Resolved*, That a copy of the foregoing resolutions be respectfully forwarded to the family of the late Bishop, with the assurance of our hearty sympathy with them in their affliction.

Hon. E. E. WHITE, of Ohio, moved the appointment of a Committee on Resolutions.

The Chair appointed E. E. WHITE, of Ohio; W. N. HAILMAN, of Ky.; C. H. ALLEN, of Conn.; C. R. COBURN, of Pa.; and T. W. VALENTINE, of N. Y.

Dr. T. S. LAMBERT, of Peekskill, N. Y., introduced the following:—

*Resolved*, That a committee be appointed to correspond with leading educators throughout the world, and report at next meeting of this Association upon the feasibility of calling a World's Educational Convention, to meet in the city of New York two years hence.

Remarks were made by several gentlemen when, on motion of Mr. W. E. SHELDON, the order of miscellaneous business was laid upon the table.

The special order, discussion of Dr. HARKNESS' paper, was then taken up. The time of discussion was restricted to half an hour, and each speaker was limited in this and subsequent discussions to five minutes. Messrs. N. CYR, of Pa.; T. P. ALLEN, of Mass.; Rev. Dr. JOHNSON, Prof. THOMPSON, Prof. S. S. HALDEMAN, of Pa.; and Dr. J. B. THOMSON, of N. Y., participated in the discussion.

Mr. RICHARDS from committee to nominate officers reported, and the persons named were duly elected. *See* list of officers for 1865-66. (D.)

President GREENE, on behalf of the Committee on *Object Teaching*, as pursued at Oswego, presented an elaborate and able report, which was made the special order for the afternoon session.

*Afternoon Session.*

The Association met at 2 P. M., President GREENE in the chair. The minutes of morning session were read and approved.

A large number of ladies were, on motion of Prof. EDWARDS, elected honorary members.

Dr. LAMBERT's resolution for Committee on World's Convention of Teachers was taken up and adopted, and the Chair appointed as such committee Dr. T. S. LAMBERT, of Peekskill, N. Y.; Dr. THOMAS H. BURROWES, of Lancaster, Pa.; Hon. E. E. WHITE, of Columbus, O.; Prof. D. B. HAGAR, Normal School, Salem, Mass.; and Prof. W. N. HAILMAN, Louisville, Ky.

Miss COOPER, of the Oswego Normal and Training School, then gave an object lesson, which was well received by the Association, to a company of children brought in from the city.

The report on Object Teaching was discussed by Rev. B. G. NORTHROP, of Mass.; Prof. S. S. HALDEMAN, of Pa.; Superintendent E. A. SHELDON, of Oswego, N. Y.; Dr. JAMES CRUIKSHANK, of N. Y., and others.

Mr. LOWELL MASON, on motion of Prof. EDWARDS, addressed the Association at length, giving some very fine illustrations of object methods in music.

It was ordered that this report on Object Teaching be published as a separate pamphlet, and sold on subscription.

Messrs. SHELDON, of Oswego; CALKINS, of N. Y.; and NORTHROP, of Mass., were appointed to receive subscriptions.

Hon. JAMES MILLER, of Philadelphia, was elected an honorary member.

Prof. A. J. RICKOFF, of Cincinnati, O., then read a paper on *A National Bureau of Education*.

Prof. J. P. WICKERSHAM, of Millersville, Pa., then delivered an address on *Education as an Element in the Reconstruction of the Union*.

On motion of Rev. B. G. NORTHROP, Professor ALEXANDER CRUMMELL, of Liberia, and Rev. W. J. ALSTON, were received as honorary members of the Association.

Prof. CRUMMELL addressed the Association. (B.)

The Secretary read a letter from Rev. CHARLES BROOKS, of Medford, Mass., respecting a National System of Education.

On motion of Mr. CROSBY, of Ohio, the resolutions presented by Dr. HART, of N. J., on National Bureau, were taken from the table.

Pending motion to amend, by adding the recommendation in Mr. RICKOFF'S paper, it was voted, on motion of Mr. HARTSHORN, to lay the subject upon the table till evening session.

*Evening Session.*

The Association met at half past seven, the President in the chair. Music by the Musical Association. \*

The resolutions of Prof. HART, of N. J., were taken from the table, when Mr. Rickoff offered the following additional resolutions:—

*Resolved*, That the committee above provided for be instructed to appoint one of their number, or such other person as they may deem best, to devote his entire time, so long as to them may seem desirable, in such labor as may be necessary for carrying out the wishes of the Association as expressed in the above resolutions.

*Resolved*, That a committee of three from each State represented in this Association be appointed, whose duty it shall be to circulate petitions among the people of their respective States, praying Congress to establish a Department of Education, and to collect funds for the payment of their own expenses for printing and for the support of the agent of the committee on memorial.

The resolutions were discussed by Prof. O. N. HARTSHORN, of Ohio; W. D. HENKLE, of Ohio; W. E. CROSBY, of Ohio; and DOUTHETT, of Pa.; the amendment was agreed to, and the resolutions, as amended, adopted.

On motion of Mr. HENKLE, the paper of Prof. WICKERSHAM and the letter of Rev. Mr. BROOKS were referred to the Committee on National Bureau.

On motion of Mr. RICKOFF, the designation of the larger committee (from each State) was referred to the members present from each of the several States. (C.)

Five minute addresses were made by H. CUMMING, of Salem, Oregon; T. S. PARVIN, of Iowa City, Iowa; W. A. MOWRY, and J. G. HOYT, of Providence, R. I.; D. B. HAGAR, of Salem, Mass.; Hon. E. E. WHITE, of Columbus, O.; T. S. FOWLER, of Hillsdale, Michigan; Hon. D. N. CAMP, of New Britain, Conn.; Rev. N. CYR, of Philadelphia, late of Canada; Prof. RICHARD EDWARDS, of Normal School, Ill.; and Hon. L. VAN BOKKELEN, of Baltimore, Md.

Dr. T. H. BURROWES, of Pa., offered the following resolutions, which were adopted:—

*Resolved*, That the proper authority of this Association be requested so to arrange the programme of exercises for next meeting as to give due prominence to those educational topics which the exigencies of the time and the progress of educational development shall indicate; and that a reasonable amount of discussion of each topic shall be provided for and secured.

*Resolved*, That while excursions and visits by the Association to noted places and institutions are felt to be pleasant and beneficial, and therefore to be encouraged, it is the sentiment of this meeting that their postponement, till after the final adjournment, will promote the efficiency of our proceedings.

Hon. E. E. WHITE, from the Committee on Resolutions, offered the following, which was unanimously adopted:—

*Resolved*, That the thanks of this Association are due, and are hereby tendered, to the various railway companies that have agreed to return the delegates of this body free, and to W. D. HAYES, Superintendent of this division of the N. C. Railway, for his labor in preparing forms; to the proprietors of the hotels of the city for a reduction of charges; to the local committee and also to Messrs. COBURN and WICKERSHAM and other friends of the cause in Pennsylvania through whose efforts the Association has been so admirably accommodated; to the Commissioners of Dauphin county for the free use of the Court-house; to the Musical Association and Prof. CLARK for the excellent music furnished; to the citizens of Harrisburg for their generous and open-handed hospitality; to the newspaper press for valuable reports of our proceedings; and finally, to the President, Secretary, and other officers of the Association, for their zealous and indefatigable efforts to make this meeting a success.

Prof. O. N. HARTSHORN, of Ohio, offered the following, which was adopted:—

*Resolved*, That this Association appoint a committee of five to memorialize Congress on the mode of nominating and receiving pupils in the National Military and Naval Schools, and to allow all applicants a free competitive examination.

Prof. J. P. WICKERSHAM, President elect, was then introduced by the retiring President, and made a brief address.

Adjourned *sine die*.

W. E. SHELDON, *Secretary*.

## MEMBERS IN ATTENDANCE AT HARRISBURG, 1865.

Gentlemen.

- Adams, T. D., *Newton, Mass.*  
 Adams, W. M., *New York City.*  
 Allen, F. A., *Mansfield, Pa.*  
 Allen, J. F., *West Newton, Mass.*  
 Allen, J. P., *West Newton, Mass.*  
 Allen, N. T., *West Newton, Mass.*  
 Anthony, C. H., *Albany, N. Y.*  
 Apgar, E. A., *Philadelphia, Pa.*  
 Barker, G. R., *Germantown, Pa.*  
 Barrell, J. S., *New Bedford, Mass.*  
 Barringer, W. N., *Troy, N. Y.*  
 Bates, S. P., *Harrisburg, Pa.*  
 Bird, J. W., *Smithfield, Pa.*  
 Benjamin, G. H., *Albany, N. Y.*  
 Blood, L. P., *Hagerstown, Md.*  
 Book, R. G., *New Providence, Pa.*  
 Book, H. G., *Strasburg, Pa.*  
 Boyer, D. S., *Freeburg, Pa.*  
 Buchanan, J., *Steubenville, O.*  
 Bulkley, J. W., *Brooklyn, N. Y.*  
 Bunker, A., *Boston, Mass.*  
 Burgan, E. T., *Port Carbon, Pa.*  
 Burrowes, T. H., *Lancaster, Pa.*  
 Calkins, N. A., *New York City.*  
 Camp, D. N., *New Britain, Conn.*  
 Carothers, J. R., *Strasburg, Pa.*  
 Carrington, G., *West Chester, Pa.*  
 Carter, J. P., *Baltimore, Md.*  
 Chubbuck, O. J., *Orwell, Pa.*  
 Clark, J. G., *Edydtown, N. Y.*  
 Clerc, T. J., *Carlisle, Pa.*  
 Coburn, C. R., *Harrisburg, Pa.*  
 Coleman, L., *Wilmington, Del.*  
 Cooper, G. W., *New York City.*  
 Cooper, J. N. W., *Strasburg, Pa.*  
 Crall, L. H., *Indianapolis, Ind.*  
 Crosby, W. E., *Cincinnati, O.*  
 Cruikshank, J., *Albany, N. Y.*  
 Cruikshank, R., *Pottstown, Pa.*  
 Cummins, H., *Salem, O.*  
 Cyr, N., *Philadelphia, Pa.*  
 Dame, H., *South Danvers, Mass.*  
 Danenhower, J. W., *Minersville, Pa.*  
 Danforth, E., *Troy, N. Y.*  
 Davis, J. T., *McConnelsburg, Pa.*  
 Davis, W. V., *Lancaster, Pa.*  
 Day, H. N., *New Haven, Conn.*  
 Doans, C. W., *Chester, Pa.*
- Dixon, J. B., *Colborne, C. W.*  
 Douther, A. T., *Pittsburg, Pa.*  
 Dowd, W. W., *North Granville, N. Y.*  
 Edwards, R., *Normal, Ill.*  
 Eldridge, J. H., *Philadelphia, Pa.*  
 Evans, D., *Lancaster, Pa.*  
 Everett, G., *Brownsville, Texas.*  
 Fahney, D., *Waynesboro, Pa.*  
 Fetter, G. W., *Philadelphia, Pa.*  
 Fish, D. W., *New York City.*  
 Fowler, S. J., *Hillsdale, Mich.*  
 Garrett, P., *Sugartown, Pa.*  
 Geist, J. S., *Millersville, Pa.*  
 Gile, J., *Philadelphia, Pa.*  
 Gilgore, D. F., *Philadelphia, Pa.*  
 Good, D. F., *Muncy, Pa.*  
 Green, E. H., *Maytown, Pa.*  
 Greene, S. S., *Providence, R. I.*  
 Grider, J. M., *Mountville, Pa.*  
 Gundy, C. N., *Lewisburg, Pa.*  
 Hagar, D. B., *Salem, Mass.*  
 Hailman, W. N., *Louisville, Ky.*  
 Haldeman, S. S., *Columbia, Pa.*  
 Hamilton, J., *Carlisle, Pa.*  
 Hanson, J., *Lyme, O.*  
 Harkness, A., *Providence, R. I.*  
 Harris, S. D., *Cleveland, O.*  
 Hart, J. S., *Trenton, N. J.*  
 Hart, E. L., *Farmington, Conn.*  
 Hartshorn, O. N., *Mount Union, O.*  
 Henkle, W. D., *Salem, O.*  
 Hazleton, W. L., *Pittsburg, Pa.*  
 Hill, J. F., *West Chester, Pa.*  
 Hillman, S. D., *Carlisle, Pa.*  
 Hoffland, R. F., *Westport, Pa.*  
 Hollingshead, D. A., *Baltimore, Md.*  
 Houck, H., *Lebanon, Pa.*  
 Hoyt, D. W., *Providence, R. I.*  
 Hulse, P. B., *New York City.*  
 Husted, A. N., *Albany, N. Y.*  
 Ingram, S. D., *Harrisburg, Pa.*  
 James, C. S., *Lewisburg, Pa.*  
 Jennings, E. B., *New London, Conn.*  
 Johnson, H. M., *Carlisle, Pa.*  
 Johnson, S. C., *New Haven, Conn.*  
 Kennedy, A. S., *Philadelphia, Pa.*  
 Kingman, C., *Taunton, Mass.*  
 Knapp, J. K., *Louisville, Ky.*

- Knight, W. C., *Strasburg, Pa.*  
 Lambert, T. S., *Poughkeepsie, N. Y.*  
 Leigh, E., *St. Louis, Missouri.*  
 Levi, A. L., *Hagerstown, Md.*  
 Lewis, F., *Lewisburg, Pa.*  
 Lloyd, G. W., *Thompeontown, Pa.*  
 Loch, J. W., *Norristown, Pa.*  
 Lockwood, J., *Brooklyn, N. Y.*  
 Loomis, J. R., *Lewisburg, Pa.*  
 Lyon, E., *Providence, R. I.*  
 Lyon, M., *Providence, R. I.*  
 Martin, M. H., *Troy, N. Y.*  
 Maynard, D. S., *Rome, Pa.*  
 McFarland, *Harrisburg, Pa.*  
 McLean, T. E. H., *Cincinnati, O.*  
 Merrell, M. M., *Naples, N. S.*  
 Mohler, M., *Lewiston Pa.*  
 Moore, J., *Mechanics Grove, Pa.*  
 Moore, J. G., *Philadelphia, Pa.*  
 Mowry, W. A., *Providence, R. I.*  
 Moyer, W., *Freeburg, Pa.*  
 Nash, G. W., *St. Louis, Missouri.*  
 Newlin, J., *Port Carbon, Pa.*  
 Newpher, A. O., *Columbus, Pa.*  
 Northrop, B. G., *Boston, Mass.*  
 Parker, W. H., *Philadelphia, Pa.*  
 Parvin, T. S., *Iowa City, Iowa.*  
 Pendleton, L. M., *Hamilton, O.*  
 Pickard, J. L., *Chicago, Ill.*  
 Porter, A., *Northumberland, Pa.*  
 Potter, S. R., *Philadelphia, Pa.*  
 Prescott, C. J., *Perth Amboy, N. J.*  
 Preston, S., *Paradise, Pa.*  
 Putnam, A. B., *Williamsport, Ill.*  
 Raub, A. N., *Ashland, Pa.*  
 Reynolds, J. M., *Strasburg, Pa.*  
 Reynolds, N. L., *Mansfield, Pa.*  
 Richards, Z., *Washington, D. C.*  
 Rickoff, A. J., *Cincinnati, O.*
- Row, A., *Indiana, Pa.*  
 Sabin, A. R., *Chicago, Ill.*  
 Schofield, W. S., *Yardleyville, Pa.*  
 Seal, W. T., *Buckingham, Pa.*  
 Shaub, B. F., *Strasburg, Pa.*  
 Shelby, W. H., *Albion, Mich.*  
 Sheldon, R. A., *Oswego, N. Y.*  
 Sheldon, W. E., *Boston, Mass.*  
 Shortridge, A. C., *Indianapolis, Ind.*  
 Shumaker, J. H., *Academia, Pa.*  
 Stearns, J. A., *Boston, Mass.*  
 Stewart, H. P., *Belleville, Pa.*  
 Stickney, E., *Dorchester, Mass.*  
 Stone, L. A., *Fulton, Ill.*  
 Streit, J. T., *Mansfield, Pa.*  
 Tarbutton, W. A., *Baltimore, Md.*  
 Taylor, F., *West Chester, Pa.*  
 Taylor, R. T., *Brewer, Pa.*  
 Thomson, J. B., *New York City.*  
 Thompson, J., *Lancaster, Pa.*  
 Thompson, S. R., *Edinboro, Pa.*  
 Tilton, D., *Boston, Mass.*  
 Tolman, W. E., *Pawtucket, Mass.*  
 Tyler, J. B., *New Haven, Conn.*  
 Walker, W. D., *Orangeville, Pa.*  
 Walton, G. A., *Lawrence, Mass.*  
 Ward, B. C., *New York City.*  
 Waters, J., *Lewisburg, Pa.*  
 White, E. E., *Columbus, O.*  
 White, S. H., *Chicago Ill.*  
 Wickersham, J. P., *Millersville, Pa.*  
 Wiers, W. F., *West Chester, Pa.*  
 Wirt, J. R., *Mifflington, Pa.*  
 Woodbridge, J. E., *Newton, Mass.*  
 Worrall, J. H., *West Chester, Pa.*  
 Wylie, W. T., *Newcastle, Pa.*  
 Van Bokkelen, L., *Baltimore, Md.*  
 Zimmermann, H. B., *Port Royal, Pa.*

*Life Members Received at Ogdensburg.*

- Barnard, H., *Hartford, Conn.*  
 Bradley, P., *Lyons, N. Y.*  
 J. Cruikshank, *Albany, N. Y.*  
 Danforth, E., *Troy, N. Y.*  
 Eberhart, J. F., *Chicago, Ill.*
- Hagar, D. B., *Salem, Mass.*  
 Pennell, C. S., *St. Louis, Missouri.*  
 Richards, Z., *Washington, D. C.*  
 Wells, D. F., *Iowa City, Iowa.*  
 White, S. H., *Chicago, Ill.*

*Received at Harrisburg.*

- Greene, S. S., *Providence, R. I.*  
 Hartshorn, O. N., *Union College, O.*  
 Ingram, S. D., *Harrisburg, Pa.*
- Sheldon, W. E., *Boston, Mass.*  
 Wickersham, J. P., *Millersville, Pa.*

(A.)

## EXTRACTS FROM LETTERS ADDRESSED TO THE PRESIDENT.

## EXTRACT from letter of Francis Wayland, D. D., LL. D.

It would give me great pleasure to be with you and listen to the discussion of subjects which at the present moment claim the most earnest attention of every lover of his country. Your object is a noble one; it is to improve the education of this nation and of the world; to listen to accounts of the success or failure of the modes of education developed among us; to hear the suggestions of the wise, and gain energy from the example of the industrious. We have a profession second to none in the talents it requires, or the importance of the results which it aims to accomplish. On our labors depends the type of character which in a few years shall either honor or disgrace our country. On us it depends whether education shall be a mere routine—a system of solemn shams, or the cultivation of earnest thought, of the love of truth, and of honest obedience in practice of its invaluable precepts.

I look upon your labor at this time as specially opportune. Ideas are, at present, pervading this country which seem to me in danger of sapping the foundations on which rest our claim to the respect of the community.

It is by many supposed that to promote higher education nothing is necessary but to render education cheap, or, in fact, to render it gratuitous. Hence, it is believed that the way to establish a college is not to make education good, but to give it away.

This fact alone is a confession that this education is not in itself desirable, for what men want they are willing to pay for. The tendency of these ideas seems to me to be to render teachers emulous to collect money, and not to put forth their power to teach well. In no other country is education so unrestricted, in none are the rewards of thorough education so magnificent, and nowhere else are men so anxious to attain it. Let it then be our aim to do for the coming generation what has never been done before. Let our efforts tell on the men who so soon are to control the destinies of this nation. If we are to have factious rulers and ignorant and rebellious citizens, let us so educate men that it can not be laid to our charge.

And I must add a word upon the present condition of the United States. The rebellion has tested the value of education. It has been a war of education and patriotism against ignorance and barbarism. Now when this nation is settled down into quiet and peace, the demand for education will be great beyond precedent. Let us cast abundantly over this land the seeds of education. Let it not be merely the drilling in books, without care whether or not our pupils understand the words they utter; but let us teach youth to think, to judge, to originate, and let us ground them in the principles and accustom them to the practice of right, and we shall confer on our country a blessing which no finite mind can estimate.

## EXTRACT from letter of Dr. Hill, President of Harvard College.

The present hour opens peculiarly inviting fields of labor for those engaged in teaching,—and Pennsylvania was never more emphatically than now the Keystone State; her Curtin was a wall of defense, not a veil of concealment, from the power of evil that was concentrated for four years in Richmond, and in the new work of spreading knowledge and intellectual culture over the regions that sat in darkness, Pennsylvanians will be leaders and efficient workers. May this meeting of your Association encourage and help them.

## EXTRACT from letter of Henry Barnard, LL. D.

I am too weak, from a severe illness during a recent educational tour in the West, to be with you at Harrisburg. The substance of my paper on the Historical Development of Associated Effort in establishing Schools, and promoting Education in the several States and in the whole country, with the Plan of a Central Agency and Head-quarters for Conference, Correspondence, Discussion and Publication relating to Schools and Education.

(B.)

## REMARKS OF PROF. CRUMMELL, OF LIBERIA.

I thank you, Sir, and the gentlemen of this Association, for the honor you have conferred upon me. I take it as an evidence of American interest in the Republic of Liberia, and as a compliment to the College with which I am connected in that country. I need not say, Sir, how deeply interested I have been in the two reports which have been read this afternoon; and for the zeal which has been manifested in behalf of my brethren in your Southern States. I am an American negro; and I feel the deepest interest in every thing which pertains to the welfare of my race in this country. A citizen of that infant Republic which has been planted by American beneficence on the west coast of Africa, my heart and all its sympathies still linger with the deepest regards upon the welfare and progress of my brethren who are citizens of this nation. More especially am I concerned just now by the great problem which comes before you in the elevation and enlightenment of the 4,000,000 of my brethren who have just passed from a state of bondage into the condition of freedmen. The black population of this country have been raised by a noble beneficence from a state of degradation and benightedness to one of manhood and citizenship. The state upon which they have entered brings upon them certain duties and obligations which they will be expected to meet and fulfill. But in order to do this they must be trained and educated by all the appliances which are fitted to the creation of superior men. The recommendations which have been suggested in the report just read are the best and most fitting. Colored men are, without doubt, the best agents for this end. Teachers raised up from among themselves, men who know their minds, men who have a common feeling and sympathy with them, these are the men best adapted to instruct, to elevate, and to lead them. And it is only by such teaching and culture that the black race in this country will be fitted for the duties which now devolve upon them in their new relations. These people are to be made good citizens. It is only by a proper system of education that they can be made such citizens. The race, now made freedmen among you, owes a duty to this country—a duty which springs from the great privileges which have been conferred upon them. Some, perhaps, would prefer to use the word "right" instead of privilege, and I have no objection to that word; but I am looking at the matter rather in the light of the divine mercy and goodness. As a consequence of receiving such a large gift and boon as freedom, my brethren owe great obligations to this country, which can only be met by becoming good, virtuous, valuable citizens, willing and able to contribute to the good and greatness of their country. For this is their home. Here they are to live. Here the masses will likely remain forever. For no reasonable man can suppose it possible to take up four millions of men as you would take up a tree—one of your old oaks or an old elm, stems, roots, stones, and earth—tear it from the sod and transplant it in Europe or Asia. The black race in this country are to abide; and to meet the obligations which will forever fall upon them in this land, and to prove themselves worthy of the privilege to which they have been advanced, they need schools, instruction, letters, and training. But not only do the black race in this country owe duties to this country; they owe a great duty to Africa likewise. Their fathers were brought to this country and placed in bondage; and their children in subsequent generations, notwithstanding all the evils they have endured, have been enabled to seize upon many of the elements of your civilization. Fourteen thousand of my brethren, American black men, have left this country and carried with them American law, American literature and letters, American civilization, American Christianity, and reproduced them in the land of their forefathers. We have gone out as emigrants from this Republic to the shores of heathen Africa, and recreated these free institutions and a nation modeled after your own.

Sir, I might stand here and speak of wrongs and injuries, and distresses, and agonies, but I prefer rather to dwell upon those adjustments and compensations which have been graciously evolved out of Divine Providence; and which have fitted them to a great work for good, not only here in this country, but likewise in Africa. The black race in this country, as they increase in intelligence, will have to think of Africa; will have to contemplate the sad condition of that vast continent; will have to consider their relation to the people of Africa; must therefore do something for Africa. And thus it will be that, while you are educa-

ting my brethren for their duties in America, you will be benefiting Africa. The black men in America are an agency in the hands of the American people, by whom they are enabled to touch two continents with benignant influences. For not only through them will they be shedding intelligence and enlightenment abroad through *this* country; but they will also in this manner raise up a class of men as teachers and missionaries, who will carry the gospel and letters to the land of their forefathers; and thus the American people will be enabled to enlighten and vivify with Christianity the vast continent of Africa.

## (C.)

## LIST OF COMMITTEE ON EDUCATIONAL BUREAU.

At the time of going to press, the following members have been named:—

*Massachusetts*.—Superintendent J. D. PHILBRICK, Boston; C. GOODWIN CLARK, Boston; N. T. ALLEN, West Newton.

*Rhode Island*.—W. M. A. MOWRY, Providence; DAVID M. HOYT, Providence; EMORY LYON, Providence.

*New York*.—Dr. JAMES CRUIKSHANK, Albany; Superintendent J. W. BULKLEY, Brooklyn; Superintendent E. A. SHELDON, Oswego.

*Pennsylvania*.—W. HENRY PACKER, Philadelphia; S. D. INGRAM, Harrisburg; S. B. THOMPSON, Edinboro.

*Maryland*.—Dr. L. STEINER, Frederick; Prof. A. HOLLINGSHEAD, Baltimore; Dr. S. A. HARRISON, Easton.

*Ohio*.—Hon. E. E. WHITE, Columbus; W. E. CROSBY, Cincinnati; Prof. W. D. HENKLE, Salem.

*Michigan*.—Hon. J. M. GREGORY, Kalamazoo; Hon. O. S. HOSFORD, State Superintendent; Prof. A. S. WELCH, Ypsilanti.

*Missouri*.—Superintendent IRA DIVOLL, St. Louis; C. S. PENNELL, St. Louis; C. F. CHILDS, Principal High School, St. Louis.

*Iowa*.—Hon. ORAN FAVILLE, State Superintendent, Des Moines; General H. A. WILTZ, Dubuque; Rev. S. WILLIAMS, Keokuk.

*Oregon*.—HENRY CUMMINS, Salem; A. C. GIBBS and T. M. GATCH, Salem.

## (D.)

## OFFICERS OF THE ASSOCIATION FOR 1865-6.

*President,*

J. P. WICKERSHAM, Millersville, Pa.

*Vice-Presidents,*

RICHARD EDWARDS, Normal, Ill. C. S. PENNELL, St. Louis, Mo.

T. W. VALENTINE, Brooklyn, N. Y. G. W. HOSS, Indianapolis, Ind.

W. F. PHELPS, Winona, Minn. J. W. BULKLEY, Brooklyn, N. Y.

JOHN S. HART, Trenton, N. J. D. B. HAGAR, Salem, Mass.

D. FRANKLIN WELLS, Iowa City, Iowa. J. M. GREGORY, Kalamazoo, Mich.

A. J. RICKOFF, Cincinnati, Ohio. S. S. GREENE, Providence, R. I.

*Secretary,*

S. H. WHITE, Chicago, Ill.

*Treasurer,*

S. P. BATES, Harrisburg, Pa.

*Counselors,*

Z. RICHARDS, Washington, D. C. T. F. THICKSTUN, Hastings, Minn.

T. D. ADAMS, Newton, Mass.

C. F. CHILDS, St. Louis, Mo.

MERRICK LYON, Providence, R. I.

W. N. HAILMAN, Louisville, Ky.

D. N. CAMP, New Britain, Conn.

A. C. SHORTRIDGE, Indianapolis, Ind.

JAMES CRUIKSHANK, Albany, N. Y.

F. A. ALLEN, Mansfield, Pa.

L. VAN BOKKELEN, Baltimore, Md.

L. COLEMAN, Wilmington, Del.

E. E. WHITE, Columbus, Ohio.

S. J. FOWLER, Hilledale, Mich.

J. L. PICKARD, Chicago, Ill.

T. S. PARVIN, Iowa City, Iowa.

C. M. HARRISON, Newark, N. J.

GEORGE EVERETT, Brownsville, Texas.

J. G. MCNAUL, " " " Wis.

HENRY CUMMINS, Salem, Oregon.

#### PREFATORY NOTE.

The official record, or Secretary's Journal of the Proceedings of the Seventh Session, of the **SIXTH ANNUAL MEETING** of the National Teachers' Association, held at Harrisburg, Penn., on the 16th, 17th and 18th of August, 1864, and such of the Addresses, Lectures and Papers read during the session, as were received by the Committee of Publication up to this date, are printed in pamphlet form for distribution among the members who have paid to the Treasurer the annual fee of one dollar required by the Constitution.

In 1864 the Association directed the Committee of Publication to include with the proceedings of the annual session for the year, an abstract of the proceedings of the several State Teachers' Associations for the same period. As the Committee were not able to obtain the necessary returns in time for their publication, Dr. Barnard, Editor of the American Journal of Education, in furtherance of the objects of the Association and as a contribution to the History of Education already designed for publication in his Journal, undertook not only to prepare an account of the proceedings of every State Association which held an Annual Meeting in 1864, but also a condensed summary of the subjects discussed in all the principal Conventions which had ever been held, and the Associations which had been formed for the promotion of education in the United States, and the improvement of public schools in the several States. Inviting the co-operation of the officers of all existing Associations, and using the material which he has been collecting for thirty years past for a history of Education in the United States, Dr. Barnard intended, as was announced in the Programme, to have submitted a summary of his inquiries, with some suggestions as to a Central Educational Agency, to the meeting at Harrisburg. This he was prevented from doing by illness which kept him at home, and his engagements since have prevented his writing out the brief notes of names, dates, and suggestions, prepared to aid him in an oral exposition of the subject, for publication in the Proceedings of the Annual Meeting, as he proposed to do. In his present inability to prepare such a paper, he places at the disposal of the Committee a sheet containing his Plan of a Central Office and Agency, together with a Circular as to his proposed comprehensive survey of the Educational History of the country, with the Contents of the volume devoted to the proceedings of Conventions and Associations for the Advancement of Education in the United States and the Improvement of Public Schools in the several States. The project is of such immediate and immense importance to the future progress of Schools and Education in the whole country, and the volume now ready for publication is in such direct furtherance of the expressed wishes of the Association, that the Committee have directed this sheet to be bound up with the Proceedings and forwarded to the members.

S. S. GREENE, *Providence, R. I.*  
JAMES CRUIKSHANK, *Albany, New York.*  
Z. RICHARDS, *Washington, D. C.*

*December 27, 1865.*

EDUCATIONAL ASSOCIATIONS IN THE UNITED STATES.

A History of Associations for the Advancement of Education in the United States, and for the Improvement of Public Schools in the several States, with an Introduction on the condition of these schools as to school-houses, books, studies, and teachers, prior to the organization of these Associations, together with brief Biographical Sketches of many of their Presidents and active members, and at least 60 Portraits by eminent artists—will be published by the undersigned as early in 1866 as the Subscription List will reimburse the expense of publication.

HENRY BARNARD,

*Editor of American Journal of Education.*

Hartford, Conn., Dec., 1865.

---

EDUCATIONAL CONVENTIONS AND ASSOCIATIONS  
IN THE UNITED STATES.

---

PART I.—National Associations—with an Introduction on the Condition of Schools and Education prior to 1800. 400 Pages.

PART II.—State Conventions and Associations for Educational Purposes, with Contributions to the History of Teachers' Institutes, School Journals, &c. 464 Pages.

---

Each Part will be published and sold separately, at \$2.50, in paper cover, and without Portraits; and at \$3.50, with the Portraits, in cloth binding.

The Illustrated Edition of each Part will contain at least 30 Portraits, from Engravings on Steel by the best Artists, to accompany brief Biographical Sketches of Presidents or Active Members of the Associations contained in that Part. This Edition will be limited to the number of copies subscribed for or ordered prior to going to press. As the Editor does not own, or control the use of many of the plates, this is probably the only opportunity of securing the portraits of so many active teachers and laborers in the educational field in connection with their biography. If preferred by any subscriber, the plates will be delivered detached from the volumes.

Each Subscriber is requested, in forwarding his order, to specify the manner in which his copies can be sent with the least expense to him.

Although the publisher does not assume the risk and expense of delivering copies to subscribers, it is his expectation to forward, at his own expense, to some prominent point in each State, the copies subscribed for in such State.

Notice will be given by Circular, mailed to each subscriber, when the volumes are published, and where copies may be obtained.

## CIRCULAR.

THE undersigned, while laboring in the educational field since 1837, has been engaged in collecting the material for the Historical Development of Schools of every grade, and of Education generally in the United States, including Biographical Sketches of Eminent Teachers, and others who have been influential in framing or administering school systems, in founding, endowing, and improving institutions of learning, or in calling public attention to desirable changes in school-houses, apparatus, and text-books, and to better methods of school organization, instruction, and discipline. His plan has embraced particularly the following subjects:—

I. NATIONAL AND STATE ASSOCIATIONS FOR THE IMPROVEMENT OF SCHOOLS AND EDUCATION, IN THE UNITED STATES, with Biographical Sketches of their Founders and Presidents.

II. THE LEGISLATION OF DIFFERENT STATES IN REFERENCE TO SCHOOLS AND EDUCATION, with an Outline of the System, and the Statistics of the Schools at the time of publication.

III. SYSTEM OF PUBLIC SCHOOLS AND OTHER INSTITUTIONS AND AGENCIES OF POPULAR INSTRUCTION IN THE PRINCIPAL CITIES of the United States, including Public Libraries, Museums, Galleries, Lectures, and Evening Classes.

IV. HISTORY OF THE PRINCIPAL UNIVERSITIES, COLLEGES, ACADEMIES, FEMALE SEMINARIES, AND HIGH SCHOOLS, which have permanent or reliable funds for their support, in the several States.

V. PROFESSIONAL AND SPECIAL SCHOOLS, such as Normal Schools and other Agencies for the Training of Teachers, Schools of Theology, Medicine, Law, Agriculture, Navigation, Engineering, Mining, War, or for exceptional classes—the Deaf, Blind, Imbecile, Orphans, Criminals, &c.

VI. EDUCATIONAL BIOGRAPHY—or the Teachers, Superintendents, Benefactors, and Promoters of Education in the United States.

VII. STATISTICS, and extracts from official documents, and other authentic information respecting schools of every grade at different periods.

VIII. EDUCATIONAL BIBLIOGRAPHY—a Catalogue by Authors and Subjects, of American Publications on the Organization, Administration, Instruction, and Discipline of Schools, and on Education generally.

IX. SCHOOL ARCHITECTURE, or Contributions to the Improvement of Edifices and their Equipment, designed for Educational Purposes.

X. REVIEW of the Past and Present Condition of Schools and Education in the United States, with Suggestions for their Improvement.

Much of this material, and all the compilations and *résumé*, made by the undersigned, will be published in the American Journal of Education, and so far as there may be a call for the same, in separate treatises.

The coöperation of all persons connected with or interested in any one of the above class of schools, or in any department of education, in forwarding documents, personal memoranda, history of institutions, biographical data and sketches, or suggestions of any kind, is respectfully solicited.

HENRY BARNARD, *Hartford, Conn.*

December, 1865.

## EDUCATIONAL ASSOCIATIONS.

---

### PREFACE.

THE history of associations for the establishment of schools and the advancement of education in this country—or the assent of several persons to a common method of accomplishing a specific educational purpose—begins with a subscription commenced by the Chaplain of the Royal James, (Rev. M. Copeland,) on her arrival from the East Indies, in 1621, towards the erection of a *Free School*—or an Endowed Grammar School, in Charles City, Virginia. The first school in New England was probably started in the same way—that is, by a subscription by “the richer inhabitants of the town of Boston on the 22d of August, 1636,” “towards the maintenance of a free schoolmaster for the youth with us.” The *free schoole* in Roxbury,” designated by Cotton Mather as the *Schola illustris*, was established by an agreement or association of a portion of the inhabitants who joined in an act or agreement binding the subscribers and their estates to the extent of their subscription, “to erect a free schoole” “for the education of their children in Literature to fit them for the publicke service both in Churche and Commonwealthe in succeeding ages.” Nearly all that class of schools now known as Grammar Schools, Academies and Seminaries, except the Town, or Public High Schools, were originally established on the principle of association. So was it with nearly every College in the country. The ten persons selected by the synod of the churches in Connecticut in 1698 from the principal ministers of the Colony to found, erect, and govern a “School of the Church,” met and formed themselves into a society and agreed to found a college in the Colony; and for this purpose each of the Trustees at a subsequent meeting brought a number of books and presented them to the association, using words to this effect, as he laid them on the table: “I give these books for founding a college in Connecticut,” “wherein,” as afterwards declared, “youth shall be instructed in all parts of learning to qualify them for public employment in church and civil state.”

Although the Common School generally was established by act of legislation—as in Connecticut and Massachusetts—to exclude

from every family that "barbarism as would allow in its midst a single child unable to read the Holy Word of God and the good laws of the Colony," those of Philadelphia and New York originated in voluntary associations of benevolent and patriotic individuals.

Nearly all professional schools for law, theology, and medicine, and every institution intended to provide for the exceptional classes—such as orphans, infants, juvenile offenders, deaf mutes, blind, imbecile children, or to introduce new methods, such as the monitomial, manual labor, and infant—originated in societies.

All of those educational enterprises, in which the religious element constitutes the leading object, such as the Sunday-School, the publication and dissemination of the Bible and religious books, have been carried on through voluntary associations.

The earliest movement for the advancement of education generally in the United States, through an association, originated in Boston in 1826, but did not take shape till some years later, although the object was partially attained through the agency of Lyceums, which were established for other purposes as well, in the same year. In the lectures and other exercises of the Lyceum, wherever established, the condition and improvement of schools—the school-house, studies, books, apparatus, methods of instruction and discipline, the professional training of teachers, and the whole field of school legislation and administration, were fully and widely discussed.

Out of the popular agitation already begun, but fostered by the Lyceum movement, originated, about the year 1830, many special school conventions and associations for the advancement of education, especially in the public schools. Most of these associations, having accomplished their purposes as a sort of scaffolding for the building up of a better public opinion, and of a better system of school legislation, have given way to new organizations founded on the same principle of the assent of many individuals to a common method of accomplishing special purposes. The history and condition of these various associations, both those which have accomplished their purpose, and those which are still in operation, having for their field the Nation or the State, will be herein briefly set forth.

To understand the condition of the schools, and of the popular estimate of education as it was about the beginning of this century, we introduce a series of articles which appeared in the Journal of Education, composed mainly of letters descriptive of the schools as they were sixty and seventy years ago, by individuals who were pupils and teachers in the same.

## PROPOSALS FOR FORMING A SOCIETY OF EDUCATION IN 1826.

The following Proposals was addressed to many teachers and known friends of education for their consideration, Sept., 1826:—

THE establishment of a society for any of the numerous objects connected with human improvement, is a thing of so common occurrence, as hardly to call for apology or explanation. In the present state of the public mind with regard to the subject of education, in particular, prefatory discussion seems unnecessary. The conviction appears to be universal that the happiness of individuals and of society is dependent, to a great extent, on the information, the discipline, and the habits, which are imparted by physical, intellectual, and moral exercise, regulated by good instruction. Some of the considerations, however, which seem most strongly to urge the measure now proposed, are entitled to particular attention.

The progress of improvement in education has not hitherto been duly aided by *combined and concentrated effort*,—by mutual understanding and efficient co-operation. That this advantage is highly desirable need not be inculcated on any one who has attentively observed the operations or the progress of the religious and philanthropic institutions of the day. The piety and benevolence of separate individuals might have done much for the happiness of man, but could never have achieved the magnificent result of translating the Scriptures into the languages of so many nations, nor that of turning a whole people from the rites of idolatry, or the habits of barbarism. It is matter of regret that, whilst the zeal of thousands has been made to meet on so many other objects, and push them onward to brilliant success, no such union has hitherto been attempted in the great cause of education. Here and there we have had an excellent school-book, an eminent instructor, a vigilant and faithful school-committee, a distinguished institution, a memorable endowment, or a local arrangement, which has justly immortalized its projectors. But there has not been any attempt made to offer, to the country at large, the benefits likely to result from an association of men eminent and active in literature, in science, and in public life; from an extensive interchange of views on the part of instructors or from an enlightened and harmonious concurrence in a uniform set of books fitted to become the vehicles of instruction, and rendered as perfect as the united judgment of literary men and of teachers could make them. School-committees have labored industriously, indeed, but from the want of a proper channel of communication, they have not acted in concert. Endowments have, in not a few instances, been conferred with so little judgment as to become disadvantageous rather than beneficial; and town and State policy in regard to education has, though admirable in its temporary results and its restricted sphere, been so cramped in respect to time and place, as to lose much of its proper influence.

A society such as is proposed would, in all probability, do away these and similar impediments to the career of improvement, and prove a powerful engine in accelerating the intellectual progress and elevating the character of the nation.

1. As the earliest stages of education require, from their prospective importance as well as their natural place, the peculiar attention of parents and teachers, the proposed society would direct its attention to every thing which might seem likely to aid parents in the domestic education of their offspring, or in the establishment of schools for infants.

2. Another object of the society would be to aid *instructors* in the discharge of their duties. So much has recently been written and so well on this subject, that it seems to require but little discussion here. Let it suffice to say, that every effort would be made which might seem likely to be of service to teachers, whether by the training of youth with reference to the business of teaching, by instituting lectures on the various branches of education, by suggesting methods of teaching these branches, by using, in a word, every means of imparting a facility in communicating knowledge and in directing the youthful mind, so as to furnish instructors with the best attainable knowledge and the best possible qualifications in the branches which they might wish to teach.

A school or college for teachers, though an excellent and a practicable object, can not be put into operation in a day, nor by any single act of legislation, nor by the solitary efforts of any individual. If there is a season for every thing under the sun, there must be, in this undertaking, an incipient stage of comparative feebleness and doubt and experiment and hazard, which, however, will no doubt give place to a day of ample success, in an unparalleled amount of private and public good. The only questions are, *Where* shall this undertaking be commenced?—*when?*—and *by whom?* Should a simultaneous movement to effect this great object be made, as in all probability it will in New York, in Connecticut, and in Massachusetts, and perhaps in other States, such a society as is now

proposed might contribute valuable services to the measures which might be adopted for this purpose.

The society ought not to restrict its attention to instructors of any order, but should endeavor to embrace the services and the duties of all, from the lowest to the highest in the scale of advancement; and the mutual understanding and the universal co-operation thus secured in the business of instruction would probably be one of the greatest advantages resulting from this society.

3. An object of vast importance in the formation of a society such as is contemplated would be the collecting of a *library of useful works on education*. The members of the society would, by means of such assistance, proceed more intelligently and efficiently in the prosecution of their views; and if the library were made to comprise copies of every accessible school-book, American or European, it would furnish its readers with the means of valuable and extensive improvement in their respective branches of instruction. The advantage thus afforded would be equally serviceable to such of the society as might be employed in aiding teachers by lectures or otherwise, and to those teachers themselves.

4. A subject closely connected with the preceding would be the *improvement of school-books*. It is a thing not merely convenient or advantageous to education, and to the character of our national literature, that there should be a uniformity in school-books throughout the country; this subject possesses a political value, which reaches even to the union by which we are constituted a powerful and independent nation. Local peculiarities of sentiment and undue attachments to local custom are the results, in a great measure, of education. We do not surely lay ourselves open to the imputation of being sanguine when we venture say, that a national uniformity in plans of instruction and in school-books would furnish a bond of common sentiment and feeling stronger than any that could be produced by any other means, in the season of early life. The precise extent to which this desirable improvement might be carried would, of course, depend, in some degree, on the feelings of individuals no less than on those of any society. But every rational and proper effort would no doubt be made to render such arrangement agreeable to the views and wishes of instructors and of the authors of school-books throughout the United States.

5. In the present early stage of this business it is thought better not to multiply or extend observations, but to leave details for a more matured stage of procedure. A useful guide to particular regulations is accessible in Count de Lasteyrie's *Nouveau Système d'Education*. See that pamphlet, or the translation of part of it, given in the appendix to Dr. Griscom's Mutual Instruction. Another useful guide will be found in Jullien's *Esquisse d'un Ouvrage sur l'Education Comparée*.

6. The vastly desirable benefit of complete and harmonious co-operation would require that several, if not all, of the large towns and cities in the United States should contain a *central committee* for managing the concerns of such a society; as *auxiliaries* to which, and modeled on the same plan, professional men and teachers, as well as other persons interested in education, and capable of promoting it, might associate themselves in every town or convenient vicinity. A corresponding member from every such association, and one or more from a central committee, might, with great ease and dispatch, conduct all the business of the proposed society in any one State; and a similar arrangement on the great scale might complete the organization of the society for the United States. The whole affair offers nothing either complicated or troublesome; all that is wanted is a sufficiency of zeal and enterprise to commence and of perseverance to sustain the undertaking.

For an idea of the good likely to be accomplished by a society for the improvement of education, reference may be made to the proceedings of the *French Society of Education*, or to the present condition of the primary schools of Holland, which have attained to that condition through the efforts of a society duly impressed with the value of education, and vigorously devoting themselves to its improvement. The result of that society's labors has been nothing short of an intellectual and moral regeneration in the sphere of its action, accomplished, too, in the brief space of thirty years.

Mention might here be made also of the British and Foreign School Society which has done so much for the dissemination of improved instruction at home and abroad; and which has rendered the benefits of education as accessible to the people of England, as they have been or are to those of Scotland, of New England, or of Holland. We might mention, too, the Infant School Society as an institution which is dispensing the blessings of early instruction and moral refinement among the youngest class of British population.

The above moderate Proposals should be read in connection with the Contents and Index of the *History of Educational Associations (National and State) in the United States in 1864*. 848 pages.

NATIONAL EDUCATIONAL ASSOCIATIONS; An Account of Conventions and Societies for the Improvement of Schools and the Promotion of Education in the United States, with Biographical Sketches of their Founders and Presidents, and an Introduction on Schools and Teachers prior to 1800. Republished from Barnard's American Journal of Education. 400 pages. Price, \$2.50, in paper cover, and without Portraits.

 *Illustrated Edition*, with at least 25 Portraits, in Cloth Binding, \$3.50.

## CONTENTS.

	Page.
NATIONAL AND STATE EDUCATIONAL ASSOCIATIONS,.....	1-864
INTRODUCTION,.....	1-138
SCHOOLS AND TEACHERS IN THE UNITED STATES PRIOR TO 1800,.....	7
EDUCATIONAL BIOGRAPHY,.....	11
I. The Original Free School of New England,.....	13
Mastership of Ezekiel Cheever—1638-1708,.....	13
The Free School of New Haven, Ipswich, and Boston,.....	15
First Free School in Virginia, in 1621,.....	16
First Free School in Roxbury and Salem,.....	17
School Days of Rev. John Barnard—1629,.....	23
School Days of Rev. Benjamin Coleman, D. D.—1678,.....	26
Coot's English Schoolmaster,.....	27
Cheever's Latin Accidence,.....	28
Rev. Cotton Mather, D. D.—Discourse on Cheever,.....	33
Note. The Town Free School of Dorchester,.....	30
School Regulations, School-Books, and School-Houses as they were,.....	40
The Royal Primer—New England Primer—The Horn-Book—The Child's Guide,.....	41
View of School-Houses and their Apparatus,.....	52
The Schools of Boston from 1783 to 1800, from a Memoir of Caleb Bingham,.....	53
Condition of Public Schools in Boston in 1784,.....	55
Institution of the Double-Headed System,.....	56
Prohibition of Private Schools,.....	58
First Appointment of a School Committee in 1792,.....	59
School-Books—Head-masters—Course of Study,.....	61
School-Books of Noah Webster and Caleb Bingham,.....	65
II. Schools and Academies, prior to 1800, described mainly by their Pupils and Teachers,.....	69
1. Letter from Nosh Webster, LL. D.,.....	69
Letter from Heman Humphrey, D. D.,.....	71
Letter from Hon. Joseph Buckingham,.....	75
Letter from Eliphalet Nott, D. D.,.....	81
Recollections of the District-School, by Peter Parley, (S. G. Goodrich),.....	82
Homespun Era of Common Schools, by Horace Bushnell, D. D.,.....	90
The New England Country School in 1794—a Poem,.....	91
2. Letter from Hon. Salem Town, LL. D.,.....	93
Letter from Hon. Josiah Quincy, Senior, LL. D.,.....	97
Letter from William Darlington, M. D.,.....	99
The Schools of Philadelphia, by "Lang Syne",.....	102
The Schools of Boston in 1780, from the Memoranda of a Pupil,.....	103
The Schools of Boston in 1800, by Edward Everett,.....	105
An Old Field School and Academy in Virginia in 1801,.....	107
Condition of Schools in Delaware, by Robert Coram,.....	108
3. Condition of Schools in North Carolina—Experience of C. Caldwell, M. D.,.....	109
Popular Ignorance and Free Schools in South Carolina, by Gen. Marion,.....	119
Barring-Out—a Georgia School Scene,.....	121
4. Letter from Jeremiah Day, D. D., LL. D.,.....	126
Letter from Hon. Willard Hall,.....	127
School-house and School of my Boyhood, by A. Bronson Alcott,.....	130
School Reminiscence, by Henry Ward Beecher,.....	133
5. Reminiscences of Female Education prior to 1800, by "Senex,".....	137

	Page.
<b>1. NATIONAL ASSOCIATIONS FOR EDUCATIONAL PURPOSES,</b>	<b>139-400</b>
INTRODUCTION,.....	139
PROPOSALS TO FORM A SOCIETY OF EDUCATION IN 1826,.....	139
1. AMERICAN LYCEUM, .....	141
The American Lyceum—Constitution—Proceedings of Annual Meetings,.....	143
The Early Lyceum Movement of Josiah Holbrook,.....	143
Biography of Josiah Holbrook,.....	164
2. THE WESTERN LITERARY INSTITUTE AND COLLEGE OF TEACHERS,.....	165
List of Lectures, Essays, and Reports,.....	173
Biographical Notices of the Presidents and Active Members,.....	177
3. AMERICAN INSTITUTE OF INSTRUCTION,.....	181
Lyceum and Educational Convention in Boston, March 15, 1830,.....	182
Constitution, Officers, and First Session of American Institute,.....	188
Contents of Printed Volumes of Lectures from 1830 to 1865,.....	191
Index to Subject of Lecture and Name of Lecturer, and Topics Discussed,.....	195
Places of Meeting—Presidents,.....	210
Biographical Sketches of Presidents,.....	211
4. NATIONAL LITERARY AND SCIENTIFIC CONVENTION AND INSTITUTE,.....	221
5. THE AMERICAN SCHOOL SOCIETY,.....	225
Biographical Sketch of S. H. Hall—William A. Alcott—William C. Woodbridge,.....	226
6. SOCIETY FOR PROMOTING MANUAL LABOR IN LITERARY INSTITUTIONS,.....	231
Military Drill, German System of Gymnastics, Fellenberg, and Manual Labor Schools,.....	231
Manual Labor Society—Report of Mr. Weld in 1833,.....	234
The New Gymnastics of Dr. Lewis—Military Drill Revived,.....	236
7. AMERICAN ASSOCIATION FOR THE SUPPLY OF TEACHERS,.....	237
8. AMERICAN SOCIETY FOR THE DIFFUSION OF USEFUL KNOWLEDGE,.....	239
Biographical Sketch of Gorham D. Abbott,.....	246
9. AMERICAN COMMON SCHOOL SOCIETY,.....	247
The American Common School Assistant,.....	247
Educational Labors of J. Orville Taylor,.....	248
James Wadsworth's Labors in behalf of Common Schools,.....	249
10. WESTERN COLLEGES SOCIETY,.....	261
Origin and Pecuniary Results,.....	261
List of Permanent Documents,.....	268
Biographical Sketch of Rev. Theron Baldwin, D. D.,.....	269
11. BOARD OF NATIONAL POPULAR EDUCATION,.....	271
Biographical Sketch of William Slade,.....	274
12. AMERICAN WOMAN'S EDUCATIONAL ASSOCIATION,.....	273
Biographical Sketch of Miss Catherine E. Beecher,.....	274
13. NORTH-WESTERN EDUCATIONAL SOCIETY,.....	276
14. AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF EDUCATION,.....	277
Biographical Sketches of the Presidents,.....	301
15. AMERICAN NORMAL SCHOOL ASSOCIATION,.....	317
16. ASSOCIATION OF COLLEGE DELEGATES,.....	321
17. NATIONAL TEACHERS' ASSOCIATION,.....	323
Biographical Sketches of the Presidents,.....	331
18. ASSOCIATION OF CITY AND STATE SUPERINTENDENTS,.....	385
19. SOCIAL SCIENCE ASSOCIATION,.....	387
20. NATIONAL FREEDMAN'S EDUCATIONAL AID SOCIETY,.....	391
21. COOPER UNION—Education Section of Society of Associates,.....	395

## NOTE.

The ILLUSTRATED EDITION will contain Portraits of Josiah Holbrook; C. E. Stowe—Joseph Ray; F. Wayland—J. G. Carter—G. B. Emerson—T. Sherwin—J. Kingsbury—J. D. Philbrick—D. B. Hagar—A. P. Stone—C. Northend—B. G. Northrop; S. R. Hall—W. A. Alcott—W. C. Woodbridge; G. D. Abbott; J. Wadsworth; T. Baldwin; H. Mann—A. Potter—H. Barnard—H. P. Tappan—F. A. P. Barnard; W. Russell—Z. Richards—A. J. Rickoff—J. W. Bulkley—W. H. Wells—S. S. Greene—J. P. Wickersham.

STATE TEACHERS' ASSOCIATIONS AND EDUCATIONAL CONVENTIONS; Together with Biographical Sketches of their Presidents, and Contributions to the History of Teachers' Institutes, Educational Periodicals, and Municipal Conferences of Teachers in the several States. Republished from Barnard's American Journal of Education. 464 pages. Price, \$2.50, in paper cover, and without Portraits.

*Illustrated Edition*, with at least 30 Portraits, in Cloth Binding, \$3.50.

## CONTENTS.

II. STATE EDUCATIONAL ASSOCIATIONS AND CONVENTIONS.	Page.
A. ASSOCIATIONS WHICH HELD AN ANNUAL MEETING IN 1864,.....	401-848
INTRODUCTION.	
1. RHODE ISLAND,.....	400-448
Preliminary Conventions and Associations,.....	405
RHODE ISLAND INSTITUTE OF INSTRUCTION—January 24, 1845,.....	411
Educational Tracts—Library of Educational Books,.....	419
Topics of Discussions and Lectures—Educational Journal,.....	421
Itinerating Agent and Teachers' Institute,.....	423
Cooperation of R. I. Institute, Teachers, and State Commissioner,.....	425
Abstract of Official Record of Proceedings from 1844 to 1864,.....	423
Biographical Sketches of the Presidents,.....	447
Portraits of N. Bishop—J. Kingbury—S. S. Greene—W. S. Baker,.....	447
2. NEW YORK,.....	449-506
Preliminary Conventions and Associations,.....	449
STATE TEACHERS' ASSOCIATION—July 31, 1845,.....	454
Biographical Sketches of the Presidents,.....	477
Portraits of S. B. Woolworth—C. Davies—L. Hazeltine—E. A. Sheldon—E. North,.....	478
Public School Society of the City of New York,.....	489
New York City Teachers' Associations,.....	491
New York University Convocation,.....	509
Conventions of County Superintendents,.....	505
3. MASSACHUSETTS,.....	507-532
Preliminary Conventions and Associations,.....	507
STATE TEACHERS' ASSOCIATION—Nov. 29, 1845,.....	511
Biographical Sketches of the Presidents,.....	523
Portraits of A. Parish—D. B. Hagar—A. P. Stone—C. Northend,.....	523
W. E. Sheldon—J. D. Philbrick,.....	525
Boston Associations of Teachers,.....	527
4. OHIO,.....	530-592
Preliminary History of Schools and Conventions,.....	539
STATE TEACHERS' ASSOCIATION—December 31, 1847,.....	543
Traveling Agent—Public Addresses—Teachers' Institutes,.....	543
Union Schools—Educational Periodical—School and Township Libraries,.....	547
Biographical Sketches of the Presidents,.....	553
Portraits of S. Galloway—L. Andrews—A. D. Lord—E. E. White—I. W. Andrews,.....	553
Association of Principals and Teachers of Female Colleges,.....	591
5. CONNECTICUT,.....	593-616
Preliminary Conventions and Associations,.....	593
STATE TEACHERS' ASSOCIATION—April 15, 1848,.....	597
Biographical Sketches of the Presidents,.....	605
Portrait of H. Barnard—D. N. Camp,.....	606
Middlesex County Educational Society,.....	609
Kingsington Female Common School Association,.....	612
6. VERMONT,.....	617-632
Preliminary Conventions,.....	617
STATE TEACHERS' ASSOCIATION—October 16, 1850,.....	619
Biographical Sketches of the Presidents,.....	630
Portrait of H. Orcutt,.....	633

	Page
<b>7. MICHIGAN,</b> .....	633-646
Preliminary Conventions,.....	633
STATE TEACHERS' ASSOCIATION—October 13, 1852,.....	633
Biographical Sketches of the Presidents,.....	640
Portraits of I. Mayhew—J. M. Gregory,.....	641
<b>8. PENNSYLVANIA,</b> .....	647-688
Preliminary Educational History,.....	647
STATE TEACHERS' ASSOCIATION—December 29, 1852,.....	649
List of Lecturers and Subjects of Lectures and Papers,.....	668
Biographical Sketches of the Presidents,.....	673
Portraits of T. H. Burrows—J. P. Wickham—C. R. Coburn—J. F. Stoddard,.....	675
F. A. Allen—S. P. Bates,.....	681
Philadelphia Educational and Teachers' Associations,.....	683
<b>9. WISCONSIN,</b> .....	689-704
Preliminary Educational History,.....	689
STATE TEACHERS' ASSOCIATION—July 13, 1853,.....	690
Biographical Sketches of the Presidents,.....	695
Portraits of J. L. Pickard—J. G. McMynn—W. C. Whitford,.....	695
<b>10. ILLINOIS,</b> .....	705-728
Preliminary Conventions and Associations,.....	705
STATE TEACHERS' ASSOCIATION—December 27, 1853,.....	709
Biographical Sketches of the Presidents,.....	721
Portraits of N. Bateman—R. Edwards—J. V. N. Standish—C. E. Hovey,.....	723
Jacksonville Ladies' Educational Society,.....	727
<b>11. NEW JERSEY,</b> .....	729-744
Preliminary Conventions and Associations,.....	729
STATE TEACHERS' ASSOCIATION—December 28, 1853,.....	731
Biographical Sketches,.....	737
Portrait of I. Peckham—W. F. Phelps,.....	743
<b>12. IOWA,</b> .....	745-750
Preliminary Conventions,.....	745
STATE TEACHERS' ASSOCIATION—May 11, 1854,.....	746
Biographical Sketches,.....	749
Portrait of O. Faville,.....	749
<b>13. NEW HAMPSHIRE,</b> .....	751-764
Preliminary Conventions,.....	751
STATE TEACHERS' ASSOCIATION—June 15, 1854,.....	753
Biographical Sketches,.....	761
Portrait of H. E. Sawyer,.....	763
<b>14. INDIANA,</b> .....	765-776
Preliminary Conventions,.....	765
STATE TEACHERS' ASSOCIATION—December 27, 1854,.....	767
Biographical Sketches,.....	775
Portrait of W. D. Henkle,.....	775
<b>15. MAINE,</b> .....	777-784
Preliminary Conventions and Associations,.....	777
STATE TEACHERS' ASSOCIATION—March 23, 1859,.....	779
Biographical Sketches,.....	783
Portrait of E. P. Weston,.....	783
<b>16. KANSAS,</b> .....	785-788
STATE TEACHERS' ASSOCIATION—December 16, 1862,.....	785
Biographical Sketches,.....	787
Portrait of J. C. McCarty—I. T. Goodnow,.....	787
<b>17. CALIFORNIA,</b> .....	789-791
STATE TEACHERS' ASSOCIATION—May 15, 1863,.....	789
Biographical Sketches,.....	791
Portrait of J. Swett,.....	791
<b>18. OREGON,</b> .....	792
State Educational Association and Teachers' Institute,.....	792

## STATE TEACHERS' ASSOCIATIONS AND CONVENTIONS.

897

	Page.
<b>B. EDUCATIONAL ASSOCIATIONS WHICH DID NOT MEET IN 1864,</b>	<b>773-864</b>
<b>19. KENTUCKY,</b>	<b>793</b>
Mechanics' Institute in 1830—State Education Convention in 1833,	793
State Common School Education Society in 1834,	794
Lexington Teachers' Association in 1842—State Education Convention in 1851,	794
State Teachers' Association in 1857—State Teachers' Association in 1865,	796
<b>20. TENNESSEE,</b>	<b>797</b>
State Lyceum in 1831,	797
State Educational Convention in 1849—State Association in 1849,	798
State Teachers' Association in 1865,	798
<b>21. GEORGIA,</b>	<b>801</b>
Teacher's Society and Board of Education, 1831—State Teachers' Assoc., 1853,	801
<b>22. NORTH CAROLINA,</b>	<b>803</b>
N. Carolina Institute of Education, 1831—Teachers' Literary Association, 1831,	803
State Educational Convention in 1856—State Educational Association, 1856,	804
<b>23. SOUTH CAROLINA,</b>	<b>806</b>
Lyceum Movement in 1831,	806
<b>24. VIRGINIA,</b>	<b>807</b>
Virginia Educational Institute—1831,	807
Educational Convention at Clarksville in 1841—at Lexington in 1841,	807
Education Convention in Richmond in 1841—at Richmond in 1843,	809
Convention of College and Academic Professors in 1856,	810
Letter of Henry A. Wise on Ignorance and Education, in Accoman, in 1852,	811
<b>25. MISSOURI,</b>	<b>815</b>
State Educational Convention in 1834—State Teachers' Association in 1850,	815
St. Louis Teachers' Association, 1848—First Teachers' Institute in Miss., 1852,	819
<b>26. DELAWARE,</b>	<b>821</b>
New Castle County School Convention in 1830,	821
New Castle County Teachers' Association in 1847,	824
<b>27. TEXAS,</b>	<b>825</b>
Convention at Houston in 1846—Texas Literary Institute in 1846,	825
Mass Meeting in 1854,	826
<b>28. ALABAMA,</b>	<b>827</b>
Educational Convention at Selma in 1856—State Educational Association in 1857,	827
<b>29. WEST VIRGINIA,</b>	<b>829</b>
State Teachers' Association in 1865,	829
<b>30. MARYLAND,</b>	<b>831</b>
State Movements,	831
Baltimore City and County Public School Teachers' Associations,	832
Association of County School Commissioners, 1865,	834
State Teachers' Convention and Association in 1865,	834
<b>31. FLORIDA,</b>	<b>835</b>
Florida Education Society in 1830,	835
<b>32. ARKANSAS,</b>	<b>835</b>
Teachers' Meeting at Helena in 1860,	835
<b>33. LOUISIANA,</b>	<b>836</b>
Louisiana Institute of Education in 1831—State Teachers' Association in 1856,	836
<b>34. MISSISSIPPI,</b>	<b>836</b>
County Teachers' Association in 1858,	836
<b>35. MINNESOTA,</b>	<b>836</b>
<b>36. NEVADA,</b>	<b>836</b>
<b>37. DISTRICT OF COLUMBIA,</b>	<b>837</b>
Columbian Association of Teachers,	837
<b>III. NORMAL SCHOOL ALUMNI ASSOCIATIONS,</b>	<b>839</b>
<b>IV. FRATERNITIES AND ORDERS OF TEACHERS IN CATHOLIC CHURCH,</b>	<b>841</b>
<b>V. EDUCATIONAL PERIODICALS,</b>	<b>843</b>
<b>VI. MUNICIPAL CONFERENCES OF TEACHERS,</b>	<b>849</b>
<b>VII. TEACHERS' INSTITUTES,</b>	<b>853</b>
Peculiar Features and Advantages of the American Teachers' Institute,	853
Table—Historical Development in the several States,	859
<b>INDEX</b> .....	<b>861</b>

## LIST OF PORTRAITS IN "HISTORY OF EDUCATIONAL ASSOCIATIONS."

	Pags.
ABOTT, GORHAM D., American Useful Knowledge Society.....	346
ALLEN, FORDYCE A., Pennsylvania Teachers' Association.....	661
ANDREWS, ISAIAH W., Ohio Teachers' Association.....	563
ANDREWS, LOREN, Ohio Teachers' Association.....	330
BAKER, WILLIAM S., Rhode Island Institute of Instruction.....	423
BALDWIN, THERON, Western College Society.....	269
BARNARD, HENRY, American Association.....	432
BATEMAN, NEWTON, Illinois Teachers' Association.....	719
BATES, SAMUEL F., Pennsylvania Teachers' Association.....	684
BISHOP, NATHAN, Rhode Island Institute of Instruction.....	411
BULELET, JOHN W., National Teachers' Association.....	313
BURROUGHS, THOMAS H., Pennsylvania Teachers' Association.....	673
CAMP, DAVID N., Connecticut Teachers' Association.....	605
CARTER, JAMES G., American Institute of Instruction.....	212
COBURN, CHARLES R., Pennsylvania Teachers' Association.....	675
DAVIES, CHARLES, New York Teachers' Association.....	479
EDWARDS, RICHARD, Illinois Teachers' Association.....	730
EMERSON, GEORGE B., American Institute of Instruction.....	215
FAVILLE, ORAN, Iowa Teachers' Association.....	759
GALLOWAY, SAMUEL, Ohio Teachers' Association.....	581
GOODNOW, ISAAC T., Kansas Teachers' Association.....	748
GREENE, SAMUEL E., National Teachers' Association.....	373
GREGORY, JOHN M., Michigan Teachers' Association.....	643
HAGAR, DAVID B., American Institute of Instruction.....	218
HALL, SAMUEL E., American School Society.....	230
HARZELTINE, LEONARD, New York Teachers' Association.....	481
HENKLE, WILLIAM D., Indiana Teachers' Association.....	749
HOLEROOK, JOSIAH, American Lyceum.....	168
HOVEY, CHARLES E., Illinois Teachers' Association.....	717
KINGSBURY, JOHN, American Institute of Instruction.....	215
LORD, AMOS D., Ohio Teachers' Association.....	983
MANN, HORACE, American Association.....	981
MATHERW, IRA, Michigan Teachers' Association.....	641
MCCARTY, HENRY D., Kansas Teachers' Association.....	787
McMENN, JOHN G., Wisconsin Teachers' Association.....	676
NORTH, EDWARD, New York Teachers' Association.....	484
NORTHEAD, CHARLES, American Institute of Instruction.....	219
NORTHIROP, BIRDEY G., American Institute of Instruction.....	220
ORCUTT, HIRAM, Vermont Teachers' Association.....	630
PARISH, ARIEL, Massachusetts Teachers' Association.....	517
PECKHAM, ISAIAH, New Jersey Teachers' Association.....	733
PHelps, WILLIAM F., New Jersey Teachers' Association.....	739
PHILBRICK, JOHN D., American Institute of Instruction.....	216
PICKARD, JOSHUA L., Wisconsin Teachers' Association.....	675
POTTER, ALONZO, American Association.....	301
RAT, JOSEPH, Western College of Teachers.....	585
RICHARDS, ZALMON, National Teachers' Association.....	327
RICKOFF, ANDREW J., National Teachers' Association.....	334
RUSSELL, WILLIAM, National Teachers' Association.....	323
SAWYER, HENRY E., New Hampshire Teachers' Association.....	713
SHELDON, EDWIN A., New York Teachers' Association.....	484
SHELDON, WILLIAM E., Massachusetts Teachers' Association.....	525
SHERWIN, THOMAS, American Institute of Instruction.....	215
STANDISH, JOHN V. N., Illinois Teachers' Association.....	722
STODDARD, JOHN P., Pennsylvania Teachers' Association.....	685
STONE, ADMIRAL P., American Institute of Instruction.....	216
SWETT, JOHN, California Teachers' Association.....	783
TAPPAN, HENRY P., American Association.....	312
THAYER, GIDEON F., American Institute of Instruction.....	214
WADSWORTH, JAMES, American Common School Society.....	249
WAYLAND, FRANCIS, American Institute of Instruction.....	211
WELLS, WILLIAM H., American Institute of Instruction.....	216
WESTON, EDWIN P., Maine Teachers' Association.....	781
WHITE, EDMUND E., Ohio Teachers' Association.....	580
WHITFORD, WILLIAM C., Wisconsin Teachers' Association.....	674
WICKERSHAM, JAMES P., National Teachers' Association.....	365
WILLARD, MRS. EMMA, Kensington Female Common School Association.....	609
WOODBRIDGE, WILLIAM C., American School Society.....	230
WOOLWORTH, SAMUEL B., New York Teachers' Association.....	478

*57<sup>o</sup> At least Sixty of the above Portraits will be inserted in the Illustrated Edition, and the number of copies printed will be limited to the number of Subscribers to this Edition.*

*57<sup>o</sup> Although arrangements, believed to be reliable, have been made for securing the engraving, or the impressions from the plates of each Portrait on the above List, the Editor pledges himself only to the number of sixty.*

## INDEX TO VOLUME XV.

OF

### BARNARD'S AMERICAN JOURNAL OF EDUCATION.

[NEW SERIES, VOLUME V.]

- ABBOTT, GORHAM D., and Useful Knowl. Soc., 239.  
Adams, John, on the State and Education, 11.  
Adams, John Quincy, on the State and Education, 11.  
Agricultural Districts, Public Instruction in, 303.  
Agricultural Schools in America, 332.  
Allen, F. A., Memoir and Portrait, 681.  
American Association for Supply of Teachers, 237.  
American Association for Prom. of Science, &c., 63.  
American Common School Society, 247.  
American Institute of Instruction, Presidents, 211.  
American School Institute, 238.  
American School Society, 118.  
American Society for Diff. of Useful Knowledge, 239.  
American Woman's Educational Association, 273.  
Anhalt, Public Instruction in, 344.  
Anton, Charles, on Greek and Latin Pronounce., 171.  
Anthony, Henry B., on Comp. Examin. at W. P., 51.  
Apathy Public and Parental, how to remove, 285, 391.  
Aphorisms on Education, by Sir Henry Wotton, 137.  
Aray, Oliver, Biographical Sketch, 484.  
Association, American, for Supply of Teachers, 237.  
Association, American Woman's Educational, 273.  
Association, N. Y. State Academic and Coll., 302.  
Association, Western Baptist Educational, 271.  
Association, Principles of, 819.  
Associations, Educational, 185, 819.  
Attendance, School in Connecticut in 1851, 293.  
Means of Securing, 298.  
Distribution of Money according to, 320.  
Hanover, 423. Haase-Cassel, 435.
- Bachelor, G., Hist. of N. Y. City Teac. Assoc's, 495.  
Bacon, Leonard, and Western College Society, 268.  
Baker, William S., and Kingston Model School, 412.  
Baldwin, Rev. Theron, and Western College Soc., 262.  
Biographical Sketch and Portrait, 265.  
Bernard, Henry, Memoir, 615.  
Labor in Connecticut, 1830-54, 276.  
Teachers' Institutes in Connecticut in 1839-40, 367.  
Teachers' Institutes in Rhode Island, 1844-49, 403.  
Barnes, Rev. Albert, and Western College Society, 268.  
Bates, Samuel P., Portrait, 1.  
Memoir, 682.  
Address, on a Liberal Education, 155.  
Beck, Dr. Charles, and Gymnas. at Northampton, 231.  
Beecher, Catharine E., Biographical Sketch, 274.  
Education at the West, 271.  
Female Education, 273.  
Beecher, Honry W., and Western College Society, 368.  
Beecher, Dr. Lyman, and West. College Soc., 266, 268.  
Beman, Rev. N. S. S., and Western College Soc., 268.  
Biographical Sketches—Presid. of Am. In. of Ins., 211.  
Connecticut State Teachers' Association, 605.  
Massachusetts State Teachers' Association, 523.  
Michigan State Teachers' Association, 640.  
New York State Teachers' Association, 479.  
Pennsylvania State Teachers' Association, 673.  
Vermont State Teachers' Association, 630.  
Theron Baldwin, 269.  
Catharine E. Beecher, 274.  
William Slade, 274.  
Blind Institution for, in Hanover, 429.  
Board of National Popular Education, 371.  
Bedleigh, Sir Thomas, Advice to Francis Bacon, 380.
- Boise, James B., on Greek and Latin Pronounce., 172.  
Boston Associated Instructors of Youth, 508, 527.  
Early Educational Societies and Associations, 309.  
Education Room, 335.  
Plan of School Ventilation, 787.  
Bostwell, George S., on Teachers' Institutes, 413.  
Boyd, Erasmus J., Biographical Sketch, 645.  
Bremen, Public Instruction in, 333, 341.  
Brown University, and Dr. Wayland, 217.  
Brown, John Harris, Biographical Sketch, 674.  
Brunswick, Public Instruction in Duchy of, 447.  
Bulkley, J. W., on Educational Associations, 185.  
Bunce, James M., and Education in Connecticut, 309.  
Burrows, Thomas H., Memoir, 673.  
Burtt, Andrew, Memoir, 679.
- Callouhn, William B., Memoir, 212.  
Calisthenics in American Schools, 236.  
Camp, David N., Memoir and Portrait, 685.  
Carbonic Acid Gas, 787.  
Carleton, Oliver, Memoir, 523.  
Carter, James G., Memoir, 212.  
Catechism in Massachusetts Schools, 7.  
Certificates, Teachers, H., Barnard on, 322.  
Charities, Supervision of, 740.  
Chilson's Furnace, 796. Ventilating Stove 797.  
Christian Brothers' Schools in Ireland, 736.  
Church Education Soc'y Schools, 736.  
Circuit Schools in Massachusetts, 120.  
Cities, Public Education in, 309.  
Clark, H. G., on Ventilation, 787.  
Classical and Modern Dep. in Eng. Publ. Schools, 100.  
Clinton, De Witt, on the State and Education, 13.  
Coburn, Charles R., Memoir and Portrait, 679.  
Collegiate Education, by S. P. Bates, 155.  
Coll. and Theo. Edu. at the West, Soc. for Pro. of, 261.  
Competitive Examinations, in France, 33.  
England, 54, 57. Austria, 56.  
Sardinia, 56. Ireland, 749. Hanover, 773.  
Recommended in United States Naval Academy, 38.  
At West Point—Debate in Senate, 51.  
Opinions of Col. Sylvanus Thayer, and others, 58.  
Resolution of American Instit. of Instruction, 66.  
Condit, Rev. J. B., and Western College Society, 268.  
Conduct and Studies, Suggestions by Eminent Men, 376.  
Connecticut, Hist. of Common Schools, 1849-53, 376.  
History of Teachers' Institutes, 387.  
Educational Associations in, 503.  
Common School Journal, 313.  
Contents of No. 32, 3. No. 33, 200.  
No. 40, 384. No. 41, 577.  
Contributions to the Hist. of Education in U. S., 816.  
Convention, Literary and Scientific, 1830, 61.  
Conventions, Educational, of Massachusetts, 119, 509.  
New York, 349, 505. Connecticut, 503.  
Conversation, its Cultivation, by W. H. Wells, 159.  
Cornelius, Rev. E.; and the Manual Labor Syst., 233.  
Cousin, Effects in Amer. of Rep. on Prus. Scho's, 253.  
Cruikshank, James, Memoir, 485.  
Crummell, A., on Education of Blacks, 815.  
Curtis, T. W. T., Memoir, 607.
- Davies, Charles, Memoir, 479.  
Davis, William V., Memoir, 675

- Deaf and Dumb Institutions in Hanover, 429.  
 Hesse-Cassel, 446. Mecklenburg-Schwerin, 464.  
 De la Howe, Dr. John, and Abbeville Farm Scho'l, 232.  
 Denman, J. S., and Teachers' Institutes, 305.  
 Dewey, Chester, Memoir, 477.  
 Distler's Maxim, 628.  
 Diocesan Free Schools in Ireland, 721.  
 Discipline, 777.  
 Thomas Payson on, 534.  
 In U. S. Naval Academy, 34.  
 English Public Schools, 106.  
 Hanover,  
 Dosne, Rev. G. W., on State and Education, 5.  
 Drawing in Hanover Schools, 775.  
 Dwight, Edmund, and Teachers' Institutes, 412.  
 Education and the State—American Authorities, 5.  
 Philosophical Survey of, by Sir H. Wotton, 131.  
 Liberal Address by S. P. Bates, 155.  
 Science of, 605. Art of, 505. History of, 606.  
 History of, in the United States, 816.  
 Educational Periodicals, Catalogue, 382.  
 Eliot School-House, Ventilation of, 792.  
 Emerson, F., Ejecting Ventilator, 796.  
 Emerson, G. B., Memoir, 313.  
 Plan for Warming and Ventilation, 804.  
 Endowments, Value of, in Ireland, 740.  
 Hanover, 766.  
 English Naval and Navigation Schools, 65.  
 English Public Schools, Report of Commission, 81.  
 Erasmus Smith Schools in Ireland, 727.  
 Europe, Barnard's Report on Public Education, 329.  
 Everett, Edward, the State and Education, 14.  
 Collegiate Course of Study, 106.  
 Examination of Teachers by County Inspectors, 321.  
 Maturity, in Mecklenburg, 467.  
 Examinations in U. S. Naval Academy, 24.  
 See Competitive Examinations.
- Flogging in English Public Schools, 106.  
 Farm Schools in America, 232.  
 Farham, George L., Memoir, 483.  
 Fellenberg Schools in America, 232.  
 Female Association for School Improvement, 614.  
 Female Education, in Public Schools, 373, 531.  
 Female Schools in Hanover, 428.  
 Follett, Dr. and Gymnasium at Cambridge, 231.  
 Franke's Teachers' Seminary in 1704, 688.  
 Frankfort on the Main, Public Instruction in, 333.  
 Free Cities of Germany, Public Instruction in, 333.  
 French Lyceums, Classical and Praet. Depart., 101.  
 Friends, Schools of, in Ireland, 738.
- Galloway, Samuel, on Teachers' Institutes, 401.  
 Geography, in Hanover Gymnasium, 774.  
 Graduation of Schools, by H. Barnard, 316.  
 Grammar, English, Methods of Teaching, 145.  
 Greek, Study of, in Hanover, 771.  
 Greek Pronunciation, Authorities upon, 171.  
 Gregory, J. M., Memoir and Portrait, 643.  
 Gymnasiums of the Duchy of Brunswick, 456.  
 Hanover, 753.  
 Lippe-Detmold, 476.  
 Mecklenburg-Schwerin, 465.  
 Mecklenburg-Strelitz, 471.  
 Gymnastics, German System in America, 231.  
 Swedish System, 236. The New, 236.  
 In Hanover, 775.
- Hackett, Prof. H. B., Greek and Latin Pronunc., 172.  
 Haddock, Prof. C. B., and the Western Coll. Soc., 268.  
 Hagar, Daniel B., Memoir, 217. Portrait, 217.  
 Hall, Rev. E., and the Western College Society, 268.  
 Hall, Rev. S. R., and the School Agents' Society, 118.  
 Portrait, 209. Lectures on School-keeping, 233.  
 Hamburg, Public Instruction in, 333, 342.  
 Hanover, Public Instruction in, 415.  
 Primary Schools, 417. Secondary Schools, 753.  
 Hazelton, Leonard, Memoir and Portrait, 481.  
 Hesse-Cassel, Public Instruction in, 431.  
 High School, Publ., Comisid. resp., by H. Barnard, 279.
- Hill, Rev. Thomas, Didactics in Colleges, 177.  
 Hillard, George S., the State and Education, 14.  
 Home and Colonial Society's System of Instruc., 189.  
 Hot Air Furnaces, 791.  
 Hubbard, Franklin, Memoir, 643.  
 Huntington, Elijah B., Memoir, 506.
- Industrial Schools in Hesse-Cassel, 438.  
 Mecklenburg-Schwerin, 463.  
 Information respecting Schools, Plan for obtain., 284.  
 Ingham, Samuel D., Memoir, 680.  
 Institutes—See Teachers' Institutes.  
 Instruction, Course of, Classical, 155.  
 For English Navigation Schools, 70.  
 In English Public Schools, 87.  
 Recommended by Commission, 95.  
 U. S. Naval Academy, 24.  
 Proposed by Board, 41.  
 Pennsylvania State Normal School, 236.  
 Schools of Anhalt, 344.  
 Duchy of Brunswick, 447.  
 Free Cities of Germany, 333.  
 Hanover, Primary Schools, 417.  
 Secondary Schools, 768.  
 Hesse-Cassel, 431. Lippe-Detmold, 473.  
 Ireland, 744.  
 Mecklenburg-Schwerin and Strelitz, 459.  
 Schaumburg-Lippe, 376.  
 Intermediate Education, 749.  
 Ireland, Report on Endowed Schools, 721.  
 Diocesan Free Schools, 721.  
 Royal Free Schools, 724.  
 Erasmus Smith Schools, 727.  
 Incorporated Society's Schools, 731.  
 Association for Discontentancing Vice, 734.  
 Commissioners of Education, 734.  
 Kildare Place Society Schools, 735.  
 Christian Brothers' Schools, 736.  
 Board of National Education Schools, 736.  
 Church Education Society's Schools, 737.  
 Private Classical Schools, 738.  
 Society of Friends' Schools, 738.  
 Protestant Orphan Society, 739.  
 General Results as to Endowments, &c., 740.  
 Demand for Intermediate Education, 749.
- Jay, John, the State and Education, 13.  
 Jefferson, Thomas, the State and Education, 13.  
 Jewell, F. S., on Public School Teaching, 579.  
 Johnson, Prof. E. A., or Greek and Latin Pronun., 172.  
 Jones, Reuben D., Memoir, 481.
- Kensington (Conn.) Female Common Scho'l Ass., 614.  
 Kent, Chancellor, the State and Education, 13.  
 Kildare Place Society Schools, 737.  
 Kingsbury, John, Memoir, 215.  
 Kirk, Rev. E. N., and Western College Society, 268.  
 Kloss, Prof. Dumb-bell Instructor, 236.  
 Kneeland, John, Memoir, 526.
- Ladies' Soc. for Prom. Education at the West, 271, 273.  
 Lancaster Co. (Penn.) Normal Institute, 223.  
 Lancaster's System in New York, 230.  
 Lane, Ebenezer, and Teachers' Institutes in Ohio, 461.  
 Lathrop, John, Jr., on the Teacher's Profession, 530.  
 Latin Pronunciation, Authorities upon, 171.  
 Latin, Study of, in Hanover, 770.  
 Leach, D., on Ventilation, 786.  
 Legislation, how liberalized, 690.  
 Lessons, Table of Distribution, 775.  
 Lewis, Dr. Dio, and the New Gymnastics, 236.  
 Lieber, Dr. Francis, and Gymnasium at Boston, 231.  
 Library, School-District Sys. of N. Y., Origin, 241, 253.  
 American Useful Knowledge Society, 241.  
 Lincoln, Prof. J. I., on Greek and Latin Pronun., 173.  
 Ling, Swedish System of Gymnastics, 236.  
 Lippe-Detmold, Public Instruction in, 473.  
 London Public Schools, 111.  
 Lord, Dr. A. D., on Teachers' Institutes, 402.  
 Lübeck, Public Instruction in, 333, 342.

- Mann, Horace, List of Publications, 537.  
 Teachers' Institutes, 412.
- Massachusetts Doctrine of Free Schools, 15, 16.  
 Manual Labor Schools in America, 232.  
 Manual Labor, Society for prom. in Lit. Instit., 234.  
 Manufacturing Districts, Public Education in, 303.  
 Massachusetts Doctrine of Free Schools, 15.  
 Expenditures for Education in 1864, 414.  
 Early Educational Associations, 119, 507.  
 State Teachers' Association, 507.  
 Biographical Sketches of Presidents, 522.  
 History of Teachers' Institutes, 411.
- Massachusetts Teacher, 513.
- Mayhew, Ira, Memoir and Portrait, 641.
- McKeon, Joseph, Memoir, 477.
- Mecklenburg-Schwerin, Public Instruction in, 450.
- Mecklenburg-Strelitz, Public Instruction in, 468.
- Merit Rolls, System of, in U. S. Naval Academy, 25.
- Michigan Educational Associations, 633.
- Literary Institute in 1839, 633.
- County Common School Associations in 1839, 633.
- First Teachers' Institute, in 1846, 633.
- State Educational Society, in 1847, 633.
- State Teachers' Association, 634.
- Educational Biography, 640.
- Middlesex Co. (Conn.) Education Society, 609.
- Military Academy at W. P. Comp. Examini. at, 51.
- Military Drill in American Schools, 231, 236.
- Mind, Philosophy of, necessary to the Teacher, 694.
- Model School for R. I., defined, by H. Barnard, 406.
- Pennsylvania State Normal School, 227.
- Modern Departments in English Public Schools, 100.
- Monitorial System in English Public Schools, 106.
- Monroe, Prof., on Competitive Examinations, 60.
- Monticello Female Seminary, Illinois, 239.
- Moral and Religious Instruc., in Eng. Pub. Scho's, 109.
- U. S. Naval Academy, 32.
- Pennsylvania State Normal School, 227.
- Morse, Augustus, Memoir, 608.
- National Bureau of Education, by S. H. White, 180.
- National Society of Science, Literature, and Arts, 61.
- National Educational Societies, 817.
- Proposal for Establishing in 1836, 821.
- Contents of History of, 823.
- National Teachers' Association, 807.
- Annual Meeting in 1864, 144.
- Annual Meeting in 1865, 807.
- Organization and Office, by W. H. Wells, 146.
- Naval Academy at Newport, Report for 1864, 17.
- Naval Education, Board of, recommended, 48.
- Naval and Navigation Schools of England, 65.
- Naval Schools for Seamen, in England, 46.
- Naval Schools of Mecklenburg-Schwerin, 464.
- Naval Architecture, School of, in London, 79.
- New Jersey, Public Education in 1838, 7.
- N. Y. School-District Library Syst., Origin, 941, 235.
- State Society for Improvement of Schools, 352.
- Educational Conventions and Associations, 349.
- State Teachers' Association, 354.
- Biographical Sketches of Presidents, 477.
- Conventions of County Superintendents, 505.
- State Academic and Collegiate Association, 502.
- University Convocation, 502.
- Teachers' Institutes, 354, 357.
- Historical Development, 303.
- Common School Assistant, 946, 958, 350.
- District-School Journal, 258, 353.
- Teacher, 363, 366.
- Teachers' Advocate, 353, 356.
- New York City Educational Associations, 480.
- Society of Teachers, 349, 491.
- Public School Society, 499.
- Mathematical Club, 495.
- City Teachers' Institute, 495.
- Ward School Teachers' Association, 495.
- City Teachers' Association, 496.
- Normal Department in Colleges, by Thomas Hill, 177.
- Normal Institute of Physical Education, Boston, 330.
- Normal Institute of Lancaster County, Penn., 223.
- Normal School Law of Pennsylvania, 223.
- Normal School of Conn., Commencement of, 278.
- Operations in 1853, 223.
- Normal School, Kingsboro, N. Y., 306.
- Normal School, State, at Millerville, Pa., Hist., 221.
- Normal Schools in Brunswick, 453.
- Hanover, 419, 421, 425.
- Hesse-Cassel, 429.
- Linne-Detmold, 473.
- Mecklenburg-Schwerin, 464.
- Mecklenburg-Strelitz, 472.
- Plan and Advantages of, 688.
- Relations to Government, 600, 701.
- North, Edward, Memoir, 496.
- Northard, Charles, Memoir, 219. Portrait, 511.
- North-Western Educational Society, 275.
- Object System of the Oswego Schools, 189.
- Ohio, History of Teachers' Institutes, 491.
- Oliver, Gen. H. K., on Comp. Examinations, 59.
- Orentt, Hiram, Memoir and Portrait, 630.
- Orphan Houses in Hanover, 430.
- Hesse-Cassel, 445. Brunswick, 456.
- Oswego System of Object Instruction, 129.
- Page, D. P., on Teachers' Institutes, 309.
- Parish, Ariel, Memoir and Portrait, 523.
- Park, Prof. E. A., and Western College Society, 268.
- Partridge, Capt. Aiden, and Military Schools, 231.
- Patterson, G. W., on Origin of N. Y. Lib. Syst., 257.
- Paxton, Thomas, and Boston Assoc. of Teachers, 333.
- Pease, Calvin, Memoir, 631.
- Pean, William, the State and Education, 12.
- Pennsylvania Normal School Law, 223.
- State Normal School at Millerville, 221.
- Lancaster County Normal Institute, 223.
- Educational Associations, 647.
- State Teachers' Association, 633.
- Public School Society, 635.
- Pensions of Teachers, 779.
- Periodicals Catalogue of Educational, 383.
- Peters, Rev. A., and the Western College Society, 268.
- Philadelphia Educational Societies, 633.
- Franklin's Club—the Junto, 633.
- Charity School Society, 684.
- Public Economy Society, 684.
- Useful Knowledge Society, 684.
- Franklin Institute, 685.
- Association of Teachers, 685.
- Phibbick, John D., Memoir, 216.
- Physical Culture in America, Progress of, 231.
- Physical Training in the U. S. Naval Academy, 31.
- English Public Schools, 105.
- Pierce, John D., Memoir, 640.
- Pomeroy, Emerson C., Memoir, 486.
- Porter, Rev. Noah, Jr., Prize Essay, 292.
- Western College Society, 908.
- Portfolios in Vol. XV., List, 378.
- Post, Prof. T. M., and the Western College Soc., 268.
- Potter, Alonso, and the School Library, 240.
- Private Schools, Origin and Influences, 323.
- Pro-Gymnasiums in Hanover, 753.
- Promotion, System of, in English Public Schools, 92.
- Pronunciation of Greek and Latin, Authorities upon, 171.
- Public School Teaching, 579.
- Obstacles to it becoming a Profession, 579.
- Means of overcoming these Obstacles, 588.
- Public Schools of England, Rep. of Commission, 81.
- Pusey, Dr., on Collegiate Study, 166.
- Real Schools in Hanover, 766.
- Hesse-Cassel, 440. Mecklenburg-Schwerin, 463.
- Religious Instruction of the Young, 705.
- Rescue Houses in Hanover, 429. Hesse-Cassel, 445.
- Rhode Island, History of Teachers' Institutes, 465.
- Rice, Victor M., Memoir, 480.
- Teachers' Institutes, 390.
- Richardson, Merrill, Educational Labors, 605.
- Ripley, Erastus L., Memoir, 645.
- Roberts, William, Memoir, 677.
- Roxbury Free School, 507.
- Rush, Benjamin, the State and Education, 13.

- Schaeffling-Lippe, Public Instruction in, 376.  
 Schermerhorn, Bancroft & Co., Am. Sch'l Inst., 226.  
 School Agents' Society, 118.  
 School and Schoolmaster, James Wedderburn and, 259.  
 School Architecture, 782.  
 Ventilation, 782.  
 Schools in Connecticut, History of, 276.  
 Schreber, Prof., and the Pangymnasticon, 226.  
 Scientific Associations, Early, 61, 693.  
 Seaman's School recommended, 42.  
 Seelye, Rev. S. T., and Western Coll. Society, 268.  
 Seymour, Gov. T. H., on Common School Fund, 276.  
 Sexes, Co-education of, in Pa. Normal School, 229.  
 Secondary Schools in Hanover, 753.  
 Ashah, 346. Free Cities of Germany, 338.  
 Brunswick, 456. House-Cassel, 440.  
 Mecklenburg, 463, 471. Lippe-Detmold, 475.  
 Sheldon, Edward A., Memoir and Portrait, 484.  
 Sheldon, William E., Memoir and Portrait, 525.  
 Sherwin, Thomas, Memoir, 215.  
 Skinner, Prof. T. H., and the Western Coll. Soc., 268.  
 Sidney, Sir Henry, Letter to his Son, 373.  
 Sill, D. M. B., Memoir, 645.  
 Singing, in Hanover, 775.  
 Slade, Gov. William, Memoir, 274.  
 Smith, Aarrah, Memoir, 680.  
 Smith, Prof. H. B., and the West. College Soc., 268.  
 Smith, Worthington, Memoir, 630.  
 Society, American, for Diff. of Usef. Knowledge, 239.  
 American Common School, 247.  
 American School, 118.  
 American School Agents', 118.  
 College, 271.  
 Promot. of Coll. and Theol. Educ. at the West, 261.  
 Promoting Manual Labor in Lit. Institutions, 231.  
 National, of Science, Literature, and Arts, 61.  
 New York State, for Improvement of Schools, 232.  
 Public School, of New York, 420.  
 Of Teachers of City of New York, 340, 401.  
 North-Western Educational, 273.  
 Western College, 261.  
 Spelling-Books of Am. Usef. Knowledge Society, 244.  
 State and Education, Address by G. W. Duane, 5.  
 American Authorities upon, 19.  
 State Teachers' Associations, 503, 623.  
 Connecticut, 503.  
 Massachusetts, 507.  
 Michigan, 633.  
 New York, 349, 477.  
 Pennsylvania, 647.  
 Vermont, 617.  
 Stearns, Josiah A., Memoir, 524.  
 Stearns, Rev. J. F., and Western College Society, 268.  
 Stoddard, John P., Memoir and Portrait, 657.  
 Stone, A. P., Memoir and Portrait, 218.  
 Stone, T. D. F., Educational Labor in Conn., 238.  
 Storer, Rev. R. S., Jr., and Western College Soc., 268.  
 Stowe, Calvin E., and Western College Society, 268.  
 Plan of Teachers' Seminaries, 623.  
 Strong, Emory F., Memoir, 608.  
 Stratford, Lord, Advice to his Son, 322.  
 Studies and Conduct, Eminent Men upon, 278.  
 Studying for the Purpose of Teaching, 604.  
 Sunday-School, Origin of, in the U. S., 705.  
 Sunday-School Union, 705.  
 Sweet, Stephen E., and Kingsboro Norm. School, 306.  
 Taylor, Franklin, Memoir, 678.  
 Taylor, J. Orville, Memoir, 248.  
 American Common School Society, 247.  
 Education in New York, 250.  
 Taxation for Schools, H. Barnard on, 319.  
 Teachers, Amer. Assoc. for Supply of, 337.  
 Examination by County Inspectors, 221.  
 Certificates of Qualifications, 322.  
 Teachers, Gymnasium, in Hanover, 778.  
 Teachers' Associations, History of, 523.  
 National, 144, 607.  
 Connecticut, 507, 503.  
 Massachusetts, 507, 507.  
 New York, 340.  
 New York City, 491.  
 Vermont, 617.  
 Michigan, 633.  
 Pennsylvania, 647.  
 Teachers' Institutes, H. Barnard upon, 376, 380, 405.  
 Historical Development in Different States, 387.  
 Connecticut, 276, 293, 314, 326, 387, 503.  
 New York, 334, 337, 385.  
 Ohio, 401.  
 Rhode Island, 405.  
 Massachusetts, 412.  
 Pennsylvania, 630.  
 Teachers' Seminary—See Normal School.  
 Teaching, a Profession or not, 579, 608.  
 An Art, 605.  
 Dignity and Discouragement, 530.  
 Temperance of School-rooms, 705.  
 Text-Books, Catalogue, O—Y, 539.  
 Thayer, Gideon F., Memoir, 214.  
 Thayer, Sylvanus, on Competitive Examinations, 58.  
 Thomson, James E., Memoir, 487.  
 Thompson, James, Memoir, 675.  
 Thompson, Rev. J. F., and Western College Soc., 268.  
 Todd, Rev. John, and Western College Society, 268.  
 Town, Salem, and Teachers' Institute, 305, 401.  
 Towne, Rev. J. H., and Western College Society, 268.  
 Tredgold, on Warming, 788.  
 Tyler, Prof. W. E., and Western College Society, 268.  
 United States, History of Education in, 817.  
 United States Naval Academy, Report for 1864, 17.  
 University Convocation of the State of New York, 502.  
 Valentine, T. W., Memoir, 483.  
 Vermont Educational Conv. and Associations, 617.  
 Educational Biography, 630.  
 Ventilators for Ventilation, 706.  
 Ventilation of School Houses, 782.  
 General Principles, 783.  
 Boston Plan, 787.  
 General Rules for, 784.  
 Wedderburn, James, Efforts for Common Schools, 949.  
 Wade, Loren P., 523.  
 Warming, Plans for, 791, 805.  
 Washington, on the State and Education, 12.  
 Wayland, Francis, on Collegiate Study, 167.  
 Wayland, Francis, Memoir, 211. Letter from, 813.  
 Welch, A. S., Memoir, 642.  
 Weid, Theodore D., and Manual Labor Society, 294.  
 Wellman, Rev. J. W., and Western Coll. Soc., 368.  
 Wells, W. H., English Grammar, 145, 245.  
 West, Ladies' Society for Promot. Edu. at, 271, 273.  
 West, Societies for Promotion of Edu. in, 271, 273.  
 Western Baptist Educational Association, 261.  
 Western College Society, 261.  
 White, E. E., on Teachers' Institutes, 404.  
 White, S. H., on a National Bureau of Edu., 190.  
 Wickensham, James P., Memoir and Portrait, 676.  
 Penn. State Normal School, 221.  
 Wilbur, Dr. H. B., on the Oswego System, 189.  
 Willard, Emma, Plan of Female School Assoc., 615.  
 Winchell, Alexander, Memoir, 644.  
 Women Teachers, Influence on the Profession, 625.  
 Woodbridge, W., and Middlesex County Assoc., 609.  
 Woolworth, Samuel B., Portrait, 365. Memoir, 478.  
 Wotton, Sir Henry, Biographical Sketch, 193.  
 Philosophical Survey of Education, 151.  
 Wyatt, Sir Henry, Letter to his Son, 376.

